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ABSTRACT

The objective of this paper is to bring information about 40 social studies/social science centers and projects up to date as of late spring 1971. This publication differs from the directories and summaries of the projects begun in the late 1960's in that the reports are based on personal interviews between the Social Science Education Consortium Teacher Associates and the project personnel. Interviews were conducted between November 1970 and April 1971. With the exception of four instances they were made on the project site. Emphasis is on the current status of the project, but coverage includes future plans and projected publications. Further, this paper represents a more personal and candid view of the projects, from the perspective of the teacher and department head, and includes informal observations of project directors and their staffs. The related directories and summaries are: 1) Directory of Social Studies Curriculum Projects, ED 041 814; 2) Directory of Research and Curriculum Development Projects in Social Science Education, ED 042 671; 3) Social Studies Education Projects: An ASCD Index, ED 050 003; and, 4) Social Studies Curriculum Materials Data Book, SSEC-Pub-139 or ED 051 059. (Author/SBE)

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SOCIAL STUDIES PROJECTS TOUR

An Informal Report

by

Fred Risinger

Michael Radz

ERIC Clearinghouse for Social Studies/Social Science Education

Review Series No. 5

Social Science Education Consortium, Inc.

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CONTENTS

Anthropology Case Materials Project 1
Anthropology Curriculum Study Project and Geography Curriculum Project, University of Georgia 1
Carnegie-Mellon, Social Studies Curriculum Center, Slow Learner Project 2
Center for the Study of Instruction 3
Center for Urban Education 4
Committee on the Study of History, Amherst College 4
The Diablo Valley Education Project: Teaching About War, Peace, Conflict and Change 5
ECON 12 6
Education Development Center, Inc., Social Studies Curriculum Program 6
Far West Laboratory for Educational Research and Development 8
Foreign Policy Association, School Services Division 9
History Education Project, American Historical Association 9
Industrial Relations Center, Elementary Economics Project 10
Law in a Free Society 11
Law in American Society 11
Lincoln Filene Center for Citizenship and Public Affairs 12
Marin Social Studies Project 13
MATCH, Materials and Activities for Teachers and Children 14
Metropolitan St. Louis Social Studies Center 15
New York City, Bureau of Social Studies 16
New York, State Department of Education, Bureau of Social Studies Education 17
Our Working World, University of Colorado 17
Political Science Education Project, American Political Science Association 18
Population Education Project 19
Rhode Island Social Studies Project 19
Schwartz Citizenship Project, University of Chicago 20
Social Studies Development Center, Indiana University 21
Sociological Resources for the Social Studies 22
Syracuse University, Social Studies Project 23
Utah State University, Social Studies Project: *A Curriculum Focused on Thinking Reflectively About Public Issues* .23
World Law Fund 24

INTRODUCTION

Progress can be defined as change in the right direction. Teachers and their supportive administrators concerned with social studies and social sciences must themselves evaluate the "right" direction, but current information about changes themselves is a constant need, for the information goes out of date quickly. This paper brings information about 40 social studies/social science centers and projects up to date as of late spring 1971.

The extensive investment in curriculum development begun in the 1960's is now paying off in available new materials, as well as in continuing projects, spin-offs, and second generation projects. The status of such projects is the subject of this paper. Many more changes and adaptations initiated by individual teachers, schools, and districts remain to be described elsewhere.

In the past, several publications have appeared which summarize or outline the major social studies curriculum development projects. The most complete early summaries were the Marin County *California Directory of Research and Curriculum Development Projects in Social Studies Education* (1969) and the Pennsylvania State Department of Public Instruction *Directory of Social Studies Curriculum Projects* (1969, now being updated). More recently, the April 1970 issue of *Social Education* reviewed and summarized the available materials from 26 national projects.

Two extensive summaries of social studies curriculum development projects were published in 1971. The Association for Supervision and Curriculum Development's *Social Studies Education Projects: An ASCD Index* outlines 103 projects. Existing directories were used in the compilation of this publication and a significant amount of the information concerning specific projects is no longer valid. The Social Science Education Consortium, Inc. (SSEC) published the *Social Studies Curriculum Materials Data Book*, which is a loose-leaf publication to be updated periodically with supplements. It provides brief analyses of 72 new social studies curriculum packages, textbooks, and simulation games now available for purchase.

This publication differs from the above directories and summaries in that the reports are based on personal interviews between the SSEC Teacher Associates and the project personnel. Interviews were conducted between November 1970 and April 1971. With the exception of four instances they were made on the project site. Emphasis is on the current status of the project, but coverage includes future plans and projected publications, which, it should be noted, are subject to change. Further, this paper represents a more personal and candid view of the projects, from the perspective of the teacher and department head. It includes informal observations of project directors and their staffs.

The two authors and their associate, Robert C. Bilek, were teacher associates at the Social Science Education Consortium, Inc., 1970-71. The teacher associate program is an integral dimension of the Consortium's effort to maintain open lines of communication among social scientists, curriculum developers, and the educational community. While the associate is called upon to provide a variety of services, one of his most significant responsibilities is promoting that communication through personal visits, as well as correspondence and telephone conferences. It is from this background of experience that observations, interview questions, and editorial comments in this publication have derived.

Further information about projects may be obtained from a variety of sources. Inquiries may be directed to the project director. Collections of experimental and final teaching materials and reports exist in many curriculum centers. One of the most complete is the Resource Center of the Social Science Education Consortium at 855 Broadway, Boulder, Colorado 80302. Many of the materials and reports have been abstracted in *Research in Education* (RIE) and are available from the ERIC Document Reproduction Service, Post Office Drawer O, Bethesda, Maryland 20014. Readers may locate this information easily by the use of the Author, Institutional, and Subject indexes of RIE.

Much appreciation is extended to the project personnel who graciously gave time and information. Errors and omissions are entirely the fault of the reporters.

Availability of the publications cited:

Lester, Sid and others. *Directory of Research and Curriculum Development Projects in Social Science Education*. Marin Co., California: Superintendent of Schools, 1969. 122 p. (Order from ERIC Document Reproduction Service, P.O. Drawer O, Bethesda, Maryland 20014. ED 042 671. Microfiche, 65c; Hardcopy, $6.58.)

Social Education. April 1970. (Order from National Council for Social Studies, 1201 16th Street, N.W., Washington, D.C. 20036. Single issue, $1.50.)

Social Studies Curriculum Materials Data Book. Boulder, Colorado: Social Science Education Consortium, Inc., 1971. 208 p. (Order from SSEC, 855 Broadway, Boulder, Colorado 80302. No. 139. $20.00. October 1971 edition, $20.00. Data book and supplements for March and October 1972, $32.00. Separate supplements $7.50)

Taylor, Robert and Groom, Thomas. *Social Studies Education Projects: An ASCD Index*. Washington, D.C.: Association for Supervision and Curriculum Development, 1971. 92 p. (Order from ASCD, 1201 16th Street, N.W., Washington, D.C. 20036. *611-17844. $2.00. Or, from ERIC Document Reproduction Service, P.O. Drawer O, Bethesda, Maryland 20014. ED 050 003. Microfiche, 65c.)

Wingert, Robert. *Directory of Social Studies Curriculum Projects*. Pennsylvania: State Department of Public Instruction, Bureau of General and Academic Education, 1969. 99 p. (Order from ERIC Document Reproduction Service, P.O. Drawer O, Bethesda, Maryland 20014. ED 041 814. Microfiche, 65c; Hardcopy, $3.29.)

Fred Risinger
Michael Radz

PROJECT: **Anthropology Case Materials Project**
ADDRESS: 1127 Atwater Avenue
Bloomington, Indiana 47401
DIRECTOR: Dr. Robert Hanvey
DATE OF VISIT: April 23, 1971
VISIT BY: C. Frederick Risinger

RATIONALE AND PURPOSE: The Anthropology Case Materials Project is funded by the National Science Foundation and is developing materials that will serve both as substantive anthropological materials for secondary schools and as vehicles changing the "culture" of the school as it influences teacher attitudes and behavior.

REPORT FROM VISIT: My visit with Robert Hanvey cleared up several fuzzy notions about his project. Information I had received previously suggested that it was merely a continuation of the University of Chicago Anthropology Curriculum Study Project and would continue production of "left-over" materials. This is not the case at all. The project evolved as a consequence of the observation that, for the most part, the ACSP materials did not change teacher behavior. Therefore, the materials were being implemented by the same old traditional methods.

It was Hanvey's hypothesis that the problem was not the individual teacher's lack of desire to change classroom behavior, rather it was a social problem that involved the structure of the public school. Hanvey contends that in most schools pressures to encourage teachers to be innovative, creative, or intellectual do not exist. He wanted to develop an "intervention device" that would facilitate and motivate teachers to behave differently with each other and, as a consequence, with students. He is hopeful that the materials he has adapted for schools and teachers provide this device.

Each school selected must have a team of at least three teachers. Release time for their work is paid by the project, not the school. The Anthropology Case Study Materials Hanvey supplied to each team are only partially completed. In order to complete each case study, the team engages in planning sessions, readings in scholarly articles that Hanvey provides, discussions about content, methodology, and methods of implementation, etc. Later, when the materials are piloted in the classroom, the other team members visit the pilot teacher and subsequently critique his performance and the materials. Hanvey's goal for teachers, through this process, is to re-awaken their own enthusiasm for intellectual readings, find it satisfying to engage in the discourse, and develop an on-going commitment to thinking and working together on various pedagogical variables and their effectiveness on teaching and learning.

Six schools are presently participating in the project–four in California, one each in Louisville, Kentucky and Indianapolis, Indiana. The schools are nearly all working class schools with a relatively high percentage of black and Mexican-American teachers. It is too early for Hanvey to make judgments about the effectiveness of the program, but he appears hopeful. He has noted some reluctance or confusion on the part of a few of the teachers to use the unfinished materials, but feels this is diminishing.

Information concerning the project and the materials being utilized is available from the project, which is located in the Social Studies Development Center at the University of Indiana.

PROJECT: **Anthropology Curriculum Study Project and Geography Curriculum Project, University of Georgia**
ADDRESS: Margaret Hall
University of Georgia
Athens, Georgia 30601
DIRECTOR: Dr. Marion Rice
DATE OF VISIT: June 4, 1971
VISIT BY: C. Frederick Risinger

RATIONALE AND PURPOSE: The University of Georgia is sponsoring two major elementary social studies projects–one in Anthropology and one in Geography. The purpose of both projects is essentially the same: to develop materials that are soundly based on a conceptual framework provided by the disciplines and to present the materials in a systematic sequential mode provided by a spiral framework.

REPORT FROM VISIT: The Anthropology materials from the Georgia unit will soon be complete. The third and sixth grades, which have been a "stumbling block" for the project, are now being written. Mr. Elmer Clawson and Mr. Buckley Barnes, both doctoral candidates at the University of Georgia, are in charge of the third and sixth grade materials respectively. The materials have been developed in self-contained units designed to present anthropology as a systematic science. All of the concepts presented in the "elementary cycle" (grades 1-3) are repeated, enlarged, and presented at greater levels of sophistication in the intermediate cycle (grades 4-7). In addition, an introductory unit titled *Concept of Culture* is available for use at the kindergarten level.

Teaching time for each of the units averages three to four weeks. Supplemental materials such as a programmed text, *Archeological Methods*, and a 16 mm, 30 minute film, "How We Learn About the Past," are available with the program.

One of the distinctive features of the anthropology program is the reliance on deductive teaching procedures rather than inductive, discovery, or inquiry approaches emphasized by most of the "new social studies" projects. This results in materials that stress the understanding of the anthropological terminology of the concepts comprising the

discipline's structure.

Materials for all grades except three and six are now available for purchase from the project. Negotiations for commercial publication have not yet begun, as the developers prefer to present a complete, field-tested package to various publishers.

The Geography Curriculum Project is based on a similar pedagogical rationale and is designed to be "plugged in" to supplement the usual elementary social studies program. Materials include: *Earth: Man's Home*, an introductory unit for the kindergarten level; *Place and Environment*, for grade 1; *Resources and Production*, for grade 2; *Spatial Arrangement and Region*, projected for grade 3; *Rural Settlement*, available in mimeographed form only for grade 4; *Urban Settlement*, projected for grade 5; and *Population*, projected for grade 6. All of the materials for kindergarten and grades 1, 2, and 4 are available for purchase from the project.

The project is currently conducting field tests on those materials from both projects which have not yet been published in final form. Teachers or supervisors interested in field test results, pilot teaching, or other information related to either or both projects should write to Dr. Marion Rice at the above address.

PROJECT: **Carnegie-Mellon, Social Studies Curriculum Center, Slow Learner Project**
ADDRESS: Carnegie-Mellon University
Baker Hall
Schenley Park
Pittsburgh, Pennsylvania 15123
DIRECTOR: Edwin Fenton and Anthony Penna
DATE OF VISIT: November 20, 1970
VISIT BY: Robert Bilek, Michael Radz, C. Frederick Risinger
FOLLOWUP: By Michael Radz, June 1, 1971

RATIONALE AND PURPOSE: It was the feeling of the Carnegie-Mellon Social Studies Center staff that existing programs for the slow learner were inadequate and unrealistic. They contend that these learners are capable of engaging in the inquiry process when the materials and strategies are appropriate to their capabilities and level of aspiration. The Slow Learner Program is designed first to help the student develop a more positive attitude toward school and himself. A second major concern then becomes the development of social studies skills and concepts.

REPORT FROM VISIT: The three Teacher Associates visited the Carnegie-Mellon Social Studies Curriculum Center with the primary objective being the perusal of the resource center. It is one of the most complete collections of project materials in the nation, especially strong in materials developed up to 1967. The accompanying professional library is also very good.

We talked at considerable length to Tony Penna in regard to the Slow Learner Curriculum. The ninth grade course, tentatively titled *Americans in Cities*, is finished and is presently going through final field testing and rewriting in eight Pittsburgh schools and two outside Pennsylvania. The course consists of 18 chapters. The materials include a student text, workbook, tests, and a teacher's manual. Additionally, an A-V kit similar to the elaborate one developed for the eighth grade course will be an integral facet of the program. We procured the first six chapters, which have gone through final revision, for the Resource Center. Holt, Rinehart and Winston will publish the materials in the summer of 1972.

The projected tenth grade course, now in the writing stage, will focus on five cities at three historical points in history. The cities selected include Peking, London, Moscow, Mexico City, and Ibadan, Nigeria; the chronological points are 1000 A.D., 1800, and 1970. There will be a concluding chapter dealing with the "City in the Future" and "City of the Future." These materials will also be general to the slow learner and will follow the same format as the 8th and 9th grade materials including the A-V kits.

Penna pointed out that two related difficulties had emerged relating to the acceptance of the slow learner program. First, there is a common misrepresentation that the ninth and tenth grade materials are being developed solely for inner-city schools. He emphasized that the stress is on the total metropolitan area and that the materials are as relevant for suburban schools as they are for inner-city situations. They emphasize the mutual interdependence that is both an historical fact concerning cities throughout history and an essential part of any solution to the present urban dilemma. As a corollary difficulty, the eighth grade slow learner course, *The Americans*, is not selling well in the cities. Suburban and rural schools not bound by the traditional adoption bureaucracy of many large cities are adopting the program in large numbers. Finally, a minor problem has arisen in some of the pilot communities or neighborhoods because of the "controversial" topics, including drugs and social conflict.

Penna felt reasonably certain that the Center would begin preparation of an eleventh grade slow learner-oriented American History program that would continue the eighth, ninth, and tenth grade sequence.

PROJECT: **Center for the Study of Instruction**
ADDRESS: Harcourt, Brace and Jovanovich
Polk and Geary
San Francisco, California 94102
DIRECTOR: Dr. George White, President
DATE OF VISIT: March 21, 1971
VISITED BY: C. Frederick Risinger

RATIONALE AND PURPOSE: The Center for the Study of Instruction stands alone as a unique social studies development center. As a wholly-owned subsidiary of a publisher, the Center has developed K-6 materials for science and social studies. The purposes of the Center are to create attractive, soundly-based materials resting on the best available research on learning theory and the structure of a discipline.

REPORT FROM VISIT: The Center for the Study of Instruction occupies one and one-half stories of the Harcourt, Brace and Jovanovich Building in San Francisco. I met with Dr. George White, formerly with the Ford Foundation, now the President of the Center. (Dr. Paul Brandwein no longer directs the Center, although he is still associated with Harcourt.)

Although the Center is a wholly-owned subsidiary of Harcourt, Brace and Jovanovich, the legal relationship that exists between the Center and Harcourt provides quite a bit of autonomy for White and his colleagues. The Center determines what projects it will work on, with only advisory assistance from Harcourt's marketing department. Upon the completion of development and field testing, Harcourt has 90 days to accept the materials for publication. If they do not exercise this option, the Center is free to sell the materials to any other publisher. However, this had not yet occurred at the time of my visit.

Additionally, the Center is free to accept outside funding to develop programs or materials. Recently, it has completed an environmental program materials prospectus for the California State Department of Instruction. If it is accepted, it will receive further funding to develop the materials to implement the program's structure.

The major social science program, *Concepts and Values*, is now completed K-6. According to White, it is selling at an extremely rapid pace throughout the nation. The Kindergarten program, *Concepts and Values 35*, has just been put on the market. It is similar to the Field Social Studies Program's *Schools, Families, and Neighborhoods* or the Shaftel materials–*Role Playing for Social Values*–a series of large pictures to evoke student responses about social situations and role-playing. It is also similar to the *Concepts and Values 40*, their supplemental picture program designed for use in the primary grades.

Concepts and Values will soon be expanded through the 8th grade and eventually through the 12th grade. White contends that the same interdisciplinary, sequential approach to social science concepts will be followed. In the secondary materials, however, more emphasis will be placed on activities involving the students in interviews, observation of social interaction, and other "laboratory-type" activities. These materials are presently being field tested (through eighth grade) in 60 schools throughout the nation including Detroit, Toledo, and other urban areas with large minority populations.

A complementary program scheduled to be published by 1973 will focus on humanities in much the same way that *Concepts and Values* focuses on the social sciences. Art, music, literature, dance, etc., will be combined into an interdisciplinary program. White emphasized the need for this type of program to assist the schools in developing students who are aware of all aspects of human creativity and imagination. The program would include all levels of music, art, dance, etc., from ethnic-based music to primitive art and dance. By combining this broad cultural approach to the humanities with the similarly broad coverage of the *Concepts and Values* Social science program, White feels that vast improvements in elementary education can be made.

Another program being developed by the Center is a K-6 program tentatively titled *Health and Survival.* Designed for students in urban centers, particularly low-income ghetto areas, the materials will combine elements of health education, social sciences, and occupational training to provide the information necessary to help students successfully compete in the urban environment. No publication dates have been projected for this program.

Finally, the Center along with the Instructional Contract Division of Harcourt, Brace and Jovanovich is embarking on a program of contracting out their services on an accountability system of payment. The program is limited to elementary schools and its goal is change from the traditional to the innovative in both social science materials and methodology. Checkpoints are created to measure both the individual student's progress and the progress of participating teachers. The program extends beyond the elementary social studies class to include aspects of the total school environment such as clubs, service organizations, and student government. Additionally, values such as politeness and respect for other students and teachers are included in the goals of the program, which is recommended for an "inner-city" cluster of schools. If school districts or teachers are interested in the currently-published materials, they should contact their Harcourt, Brace and Jovanovich local representative. If they desire information concerning the accountability model or materials now being developed they should directly contact the center in San Francisco.

PROJECT: **Center for Urban Education**
ADDRESS: 105 Madison Avenue
New York, New York 10021
DIRECTOR: Frank Brown
DATE OF VISIT: November 23, 1970
VISIT BY: Robert Bilek
FOLLOWUP: Michael Radz, June 1, 1971

RATIONALE AND PURPOSE: The Center for Urban Education (CUE) is a regional education laboratory located in New York City. It has two basic objectives: to design, disseminate, field test, and institutionalize new curricular programs in the elementary schools servicing the children of the urban poor in the greater New York Metropolitan area and to improve the social conditions under which the new curricular programs are taught and learned. Thus, the Center has been actively involved in curriculum development and revision, particularly at the elementary level, and has spent a great deal of time attempting to improve school-community relations.

REPORT FROM PROJECT: Along with many of its counterparts around the country, CUE's major problem has been the securing of funds from the Office of Education and private sources such as Sears, Roebuck Foundation. Within the past year, it has closed down project CHILD (Curriculum to Heighten Intellectual and Language Development), an attempt to restructure curriculum for early elementary children whose backgrounds caused them to enter school with the handicap of a rather severely limited vocabulary.

Another program the Center was forced to terminate was entitled "Words and Color," a reading program aimed at teaching youngsters to read based on a color pattern. Frank Brown was extremely concerned about the status of the "Open Corridor Program," an idea being developed by Lillian Weber who is presently in the teacher education program at City College. The Center sent Lillian Weber to England to view the open school techniques being used there in early childhood education. When she returned she was given the corridor of an elementary school where she developed a community atmosphere within the school by building stores and parks in the corridor. The idea is to bring the environment into the classroom, in this case with first graders. Although no longer part of the Center for Urban Education, the project is still in existence. Lillian Weber will have a book out in 1971 from Prentice-Hall, entitled *English Infant School: A Model for Informal Education.*

One of the Center's major programs was entitled "Planning for Change." As a result of field testing it has now been incorporated into the SPUR (Social Participation through Understanding and Reading) program. This program, now operative at the fifth grade level in test schools, has two components: social studies and reading. The social studies phase has as its objective assisting youngsters to become active and responsible civic participants on their developmental level. The Center is evolving a scheme to expand the concept to other grade levels through the creation of modules-resource packets for teachers that will focus on specific problems such as drug addiction. This involves the pulling-together of materials including data from the old "Planning for Change" program and public service documents. The reading phase is now using already published books judged relevant to urban youngsters. The plan is to evolve sets of readers.

In the spring of 1971 the CUE launched its Community Learning Center (CLC) program with the establishment of three centers. CLC sponsors a School Seminar program which brings together the building principal, teachers, and community leaders for a dialogue on school-related topics. A second program is the Parent Participation Workshop, a grass roots effort. The Education Leadership Program is a third phase of the total scheme. The aim is to identify youngsters with leadership potential and attempt to develop this aptitude. CUE hopes that curriculum materials will evolve out of these three programs.

PROJECT: **Committee on the Study of History, Amherst College**
ADDRESS: The Newberry Library
60 W. Walton Street
Chicago, Illinois 60610
DIRECTOR: Dr. Richard Brown
DATE OF VISIT: December 1, 1970
VISIT BY: C. Frederick Risinger
FOLLOWUP: By C. Frederick Risinger, June 4, 1971

RATIONALE AND PURPOSE: The Amherst Project on the Committee on the Study of History was one of the first nationally-funded social studies projects. Sponsored initially by Amherst College and now by Hampshire College in Amherst, Massachusetts, it has been developing materials and sponsoring in-service workshops since 1961. Its materials have been published by Heath and by Addison-Wesley.

REPORT FROM VISIT: My visit with Dr. Richard Brown covered two phases of the Amherst Project's work—the curriculum development aspect and the more recently developed inservice teacher training program.

In relation to the American history materials, the 6 units that have now been published by Addison-Wesley are the first batch of 24 units presently under contract for publication. Some of those scheduled for later publication will have audio-visual kits and teacher materials. This is a departure from the 13 earlier-published Heath materials and the

first 6 units from Addison-Wesley. Richard Brown showed me over a hundred other units that have been written and tested and could be published at a later date.

Additionally, he and Peter Schrag are editing a book on history and historiography to be used as a concomitant resource with the Amherst Series units. Some of the major sections will deal with "What is History?," "What are its Uses?," and "Revisionist or New Left Historical Writing."

Perhaps the most important current project of the Amherst Project and the aspect receiving the most attention and financial resources is the program of Education Development Teams for Curriculum Innovation and Inservice Education. This program, funded by U.S.O.E. under the E.P.D.A. Act, is a cooperative program with local school districts designed "to foster the conditions necessary for inquiry learning in the schools" and help these groups train teachers and develop and implement new materials that will reflect the philosophy and local conditions of the school district. The program involves a "team" of 30 local people, including at least 20 teachers (the others are supportive personnel including administrators and local university people). The program is divided into two phases. The first is an intensive five-day learning workshop directed by the Amherst Project staff and including analysis of the classroom environment, discussion of the problems and the nature of learning and the learner, and the generation of a style of questioning and a set of questions that will guide and focus the second phase of the program.

The second phase of the work is designed to extend a year or more and stresses experimental curriculum development, both as an end in itself and as a means of inservice education. During this phase, teacher/members of the team are expected to work individually and in groups in the development of new curricula. Three members of the team will work on released time equivalent to half-time for one semester. The costs are divided, with the local district contributing $8,500 and the Amherst Project $11,500. School districts already working with the Education Development Team project include Tulsa, Dallas, Port Washington, New York, Vancouver, Washington, two schools north of San Francisco, and 5 districts in Delaware.

During our conversation, Brown contended that it was his opinion that rapidly-changing school environments and structure were making curriculum development by groups isolated from the schools irrelevant. The only approach he feels has a future is one geared to the twin concepts of teacher education and localized development. When I asked what would happen if these teams came up with some outstanding units, he admitted they might be added to the Amherst Project "bank," but insisted that the sole intent of the program is the production of materials for the local school.

In addition to the cooperative team program, school districts and Title III projects interested in replicating the process or working with the Amherst Project on their own may apply for Replication Team studies. Acceptance by the Project would result in free training in a Project's phase one workshop. This nucleus will provide the staffing for a similar workshop and establish a similar system of inservice education and curriculum development in their own district. The average cost for such a Replication Team would be about $16,000.

Teachers or schools interested in the Educational Development Team aspect or the curriculum material developed by the Amherst Project may obtain information from Dr. Richard Brown at the above address.

PROJECT: **The Diablo Valley Education Project; Teaching About War, Peace, Conflict, and Change**
ADDRESS: Suite 300
50 Vashell Way
Orinda, California 94563
DIRECTOR: Robert Freeman
DATE OF VISIT: March 21, 1971
VISIT BY: Michael A. Radz and Robert C. Bilek

RATIONALE AND PURPOSE: For years the New York Friends Group, Incorporated, championed the cause of peace by working through various groups that shared their concern. Approximately two years ago, it was decided to concentrate on the schools by developing appropriate units for inclusion in social studies courses. Accordingly, the Center for World Peace Studies identified the Diablo Valley District to construct, test, and evaluate materials. The District agreed to provide release to teachers involved in the program and a detailed production schedule was established.

The project has the general objective of developing "attitudes, knowledge, and problem-solving abilities in students that will enable them to make a significant contribution to building the institutions of peace." During 1970-71 the Project is developing units for grades 7-12 around the concepts of conflict and conflict resolution. Other concepts to be considered in future units include change, power, interdependence, institutions, obligations, and personal identity.

REPORT FROM VISIT: In addition to constructing units designed to develop the major concepts, the Project has devoted a great deal of attention to the question of how to create a community attitude receptive to innovation. To this end, the Project staff have been bringing together various community leaders to examine and explain program objectives and to assess the needs of the District. The Project has made a similar effort to intimately involve the administration in all phases of development. Freeman feels that both the community and the administrator are crucial

to the success of any curriculum reform. He contends that the Project has been reasonably successful in enlisting the support and cooperation of both groups.

Teams of social studies, English, and science teachers have been developing and testing units. Teachers are asked to document student reactions as new ideas and materials are tested. Revisions are to reflect both teacher and student recommendations. Under the direction of Jack Fraenkel, each of the units is formally evaluated. At each step in the development process administrators, community groups, students, parents, and consultants are involved. Freeman claims that it has taken time for teachers to become proficient in curriculum development, but progress is now satisfactory.

In the 1969-70 school year seven units were produced. This year twenty-five teachers hope to turn out ten more. However, Freeman feels that only five will reach the publication stage. In spite of the limited output, the Project has developed guidelines and model units, conducted workshops for teachers, learned a great deal about school-community relations, and has taken a step toward the integration of war/peace topics into the curriculum.

PROJECT: **ECON 12**
ADDRESS: 970 Aurora Avenue
Boulder, Colorado 80302
DIRECTORS: Suzanne Wiggins Helburn and John Sperling
DATE OF VISIT: June 7, 1971
VISIT BY: Michael A. Radz

RATIONALE AND PURPOSE: The ECON 12 project is complete as far as development of materials by the Economic Education Center at San Jose State College is concerned. The program is now in the hands of the publisher, the Addison-Wesley Publishing Company.

Originally, ECON 12 was intended as a one-semester course for students of above-average ability in grade 12. Its basic objective was to provide students with the economic knowledge and skills that would allow them to consider in an enlightened fashion matters of public policy.

REPORT FROM SUZANNE HELBURN: Several changes have been determined by Dr. Helburn, John Sperling, and the publisher, Addison-Wesley. It has been decided to offer the Program for grades 9-14 with the text material being written at a ninth-grade level. The program will consist of five units. They may be used individually and thus "plugged into" existing social studies offerings, or they may be used collectively as a one-semester course. The original grade level concept has thus been expanded vertically to make the program more flexible by providing units of study whenever economics and economic problems appear in the 9-14 social studies curriculum. The general objectives, however, remain the same.

Unit I is considered the "core" program and provides the introduction to economics, the conceptual framework, the program organizers, and selected public policy issues, including population expansion, poverty, income redistribution, corporate structure and power, pollution and environmental control, and the growth and stability of the U.S. economy. The unit will be available as a 400-page, hardcover or paperback, text. Dr. Helburn feels that it could form the core of a one-semester course. It should also be considered a prerequisite for Unit II.

The remaining four units are considerably shorter–averaging 128 pages or less and requiring four to six weeks each to teach. They will be available as paperbacks only. With the exception of Unit II, they are not dependent on Unit I.

Unit II deals with the U.S. market system; Unit III with national goals and priorities for the United States; Unit IV with Communist economic systems; and Unit V with the non-communist third world.

Each of the units is subdivided into a given number of sections. Each section is initiated by a "core" essay of seven to eight pages. This is followed by a number of related case studies and a wide variety of materials and activities. According to Dr. Helburn, the materials can be classified under three headings–programed, small group, and large group. Sections conclude with student criterion tests which are based largely on the behaviorally stated objectives and are designed to be self-administered.

Units I and II are scheduled for publication in August, 1972. The remaining units will be available in November of the same year.

PROJECT: **Education Development Center, Inc., Social Studies Curriculum Program**
ADDRESS: 15 Mifflin Place
Cambridge, Massachusetts 02138
DIRECTOR: Peter B. Dow
DATE OF VISIT: November 30, 1970
VISIT BY: C. Frederick Risinger
FOLLOWUP: By C. Frederick Risinger, June 3, 1971

RATIONALE AND PURPOSE: Education Development Center, Inc., (EDC) was one of the earliest of the broad, expansive social studies curriculum development centers. It remains one of the most extensively-funded and

incorporates several other subject areas within its scope. The Social Studies Program designs and develops materials for both classroom use and teacher training.

REPORT AND PROJECT: My meeting with the staff of EDC Social Studies was divided into two sections. Anita Mishler and Nona Lyons discussed present and future materials development, while Roger Flather, assistant to Peter Dow, answered my questions relating to future emphasis and directions for EDC.

Since Curriculum Development Associates of Washington is publishing *Man: A Course of Study*, I did not spend a great deal of time on this facet of EDC's work, although I did inquire about the teacher-training program initiated by EDC and found out that CDA is continuing the program, utilizing the same regional center coordinators that have directed the program in the past. Financing is shared by CDA and EDC using N.S.F. funds from the *Man: A Course of Study* grant.

The *From Subject to Citizen* course that was being published by KDI publishers of Columbus, Ohio is not meeting financial success.* The Games of *Armada* and *Empire* sold better than the actual course materials. The course is being used from the 6th through the 11th grades in various schools throughout the country, although EDC still suggests its implementation in the 7th grade.

A transformation of philosophy has come over EDC's social studies curriculum planners in the past years. At least two of their tentative year-long courses, the ninth grade *Civic Culture* and the eighth grade *Inventing the Western World* have had their original concept altered to a significant degree. *The Civic Culture* was going to emphasize the "melting pot" concept by focusing on several ethnic groups and the paths they followed from isolation within a society to assimilation. The planners began to realize that the program was too ethnic-oriented and would probably not sell to schools outside major urban centers. At the same time, the lack of concentration on any specific ethnic or minority group would put the program at a disadvantage in competing with other sets of curriculum materials focusing on black or Spanish-American history. As a result, a new 9-12 program with two separate facets emphasizing black history and race relations is being developed. The first, *Black in White America: The Struggle for Identity and Power* is nearing completion and negotiations for publication are presently going on with the MacMillan Company. It has gone through an extensive evaluation program and will be marketed to all schools including those in rural and suburban areas, as well as those in the inner-city. Larry Fuchs is the director of this phase of the new secondary program.

The second facet of the project is titled *Black and White America: Historical Perspectives*. Aimed primarily at inner-city and predominantly black schools, it will focus on black history with the bulk of the content being drawn from the fictional and non-fictional writings of black authors, past and contemporary. This phase of the program is still in the early developmental stages and is being directed by Tom Leydenberg.

Additionally, plans are continuing with a course called *The American Experiment* also to be used at the ninth grade level. For a while, this title was going to apply to the ethnic-group oriented *Civic Culture*, but this has changed. Their thinking now is to focus on the concepts of youth alienation, political socialization of youth, anti-institutionalism, and current historical analyses of these phenomena. I questioned Nona Lyons about the basic "negativism" of the concepts or main ideas she was discussing with me, and she pointed out that they were trying to re-work these ideas to eliminate this feeling. The course is still embryonic and a completely firm idea of its content has not yet been developed.

The course, originally designed to be a year-long program for the eighth grade, *Inventing the Western World*, has also had a drastic format change. The intended content was a focus on the classical civilizations of Greece and Rome and their social, cultural, and political inputs to "western" civilization. Pilot materials have been developed and extensively tested. Now titled *Conflict and Change*, the materials are sequenced in a series of 12-week units or "mini-courses." The series focuses on a study of values and political behavior in the classical period. The eventual goal is to offer schools many alternatives for implementation. Taken as a package, the courses would probably comprise a kind of "core" for a humanities course. Plans for the proposed sixth grade course, *Man in the Man-Made World*, are still about where they have been for the past couple of years. The course is built on the concepts and strategies introduced in the *Man: A Course of Study* program, but the early course is not prerequisite for student success. The content of the course is drawn from man's unique capacity as a technologist and the resultant interrelationships between man and his technological environment.

A very interesting program now in the planning stages is for a high school course in child development and psychology. It would combine studies of recent research in child development with actual experience working with children in elementary schools, day-care centers, and various types of children's hospitals. A tentative title for the course is *Exploring Human Nature*. I suggested that they contact Ron and Peggy Lippitt in order to draw upon their experiences from the Cross-Age Helping Program. Roger Flather said that they had had Lippitt in as a consultant on two occasions and that future cooperation was a near-certainty if EDC decides to go ahead with the program.

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*KDI recently has declared bankruptcy and the *From Subject to Citizen* Course is being distributed again by EDC. A series of three one-week workshops are being held during summer 1971 in Massachusetts, Connecticut, and Colorado to explore the rationale and concepts of the course, as well as to provide teacher training for the program's implementation.

My conversation with Roger Flather focused on the future of EDC Social Studies. In addition to discussing the above-mentioned projects, he and I talked about the following possible directions for EDC. He seemed to feel that teacher training would be a major emphasis for the entire social studies curriculum development field. EDC is one of the Protocol projects producing materials for preservice social studies teacher education, and Flather suggested that even more projects dealing with preservice and inservice teacher training would be emanating from EDC.

A minor controversy over the sex and evolution facets of *Man: A Course of Study* has occurred in several communities throughout the nation. As a result of this, Roger Flather is exploring a parental education program. At first, his thinking and that of his staff was confined to reacting to the specific crises of the *Man: A Course of Study* experiences. In the past few months, they have broadened their scope and are thinking about materials that would be directed at the elementary child *and* his family. He talked also of combining this idea with the *Exploring Human Nature* idea to create a team of learners consisting of high school students, elementary or pre-school students, teachers from both levels, and the parents of both student groups.

Evaluation, specifically materials for self-appraisal, is another area where EDC is focusing current attention. A unit that would precede the actual subject matter of *From Subject to Citizen* and would provide training and criteria for student self-evaluation is in the latter stages of preparation. A movement away from mere objective evaluation based on "behavioral" objectives was discernible as Flather discussed the need for affective appraisal and subjective evaluation.

Finally, both Nona Lyons and Roger Flather spoke of their interest in developing a course or a mini-course dealing with law. They both felt that law is being neglected in most civics or political science materials.

An excellent newsletter-brochure describing the current and future programs at EDC's Social Studies program is available from EDC Mailing List, 15 Mifflin Place, Cambridge, Massachusetts 02138. Be certain to include your zip code.

PROJECT: **Far West Laboratory for Educational Research and Development**
ADDRESS: 1 Garden Circle, Hotel Claremont
Berkeley, California 94705
DIRECTOR: C. L. Hutchins
DATE OF VISIT: March 23, 1971
VISITED BY: C. Frederick Risinger

RATIONALE AND PURPOSE: The Far West Laboratory was one of 20 non-profit educational laboratories established by the U.S. Office of Education under the Elementary and Secondary Education Act of 1965. Since that time, the Far West Laboratory has become one of the largest and most productive centers of educational research and development in the nation. Its goals are to review and evaluate educational research, materials, and teaching strategies in all teaching fields. The results and findings are then disseminated to elementary and secondary schools throughout the nation. The Social Studies division of the Far West Lab is one of its more aggressive and productive facets.

REPORT FROM VISIT: The Far West Lab's Social Studies group is presently involved in several evaluative projects designed to provide elementary and secondary teachers with concise reviews of new social studies materials. Their most ambitious project is the ALERT System, a series of cards in a "boxlike" package. Each card succinctly reviews a "new social studies" curriculum project and offers some evaluative commentary. The package is extremely well cross-indexed which allows the user to obtain information about a specific grade level, subject matter content, or methodology.

The effectiveness of the K-6 ALERT system is presently being tested. The test is designed to tap both "usability" of the system, and cognitive knowledge gained as a result of the card system or the summaries.

The *ALERT System* will include much more than materials for classroom use. Ethnic studies, specific local innovations, differentiated staffing, and team teaching will all be included in the *ALERT System*. The only criteria that must be met are: (1) the item must be a significant educational development—either as materials or as a process; (2) concrete information describing the program must be available for purchase; and (3) evaluative data or field-testing data must be available for purchase. They are contemplating producing a separate brochure titled *A Review of New Educational Trends* which would select those aspects of the *ALERT System* relating to methodology, educational design, and staffing models as opposed to student materials. The 7-12 Social Studies version of the *ALERT System* is now being tested in selected schools. Miss Sandy Crosby is in charge of this program.

Another current and ambitious publication from the Far West Laboratory is the *American Government Information Unit: Curriculum Alternatives for Secondary Schools*. Compiled and written by Sandy Crosby and Miss Nancy Adelson, this is an excellent in-depth review and analysis of nine major new social studies projects dealing with civics or American government. The projects reviewed are the Utah State Project: *A Curriculum Focused on Thinking Reflectively about Public Issues;* the *American Political Behavior* materials; the Sociological Resources for the Social Studies Episodes; The Harvard *Public Issues Series*; the Holt *Comparative Political Systems*; the Lincoln Filene Secondary Social Studies Program; the *Justice in Urban America* series; the Greater Cleveland program *The Price of Freedom*; and the Amherst Project. The book, which retails for $7.95, is a result of reviews and analyses of both the staff of the Laboratory and pilot teachers in schools throughout the nation.

Information about the ALERT System, the *American Government Information Unit*, other programs of the Laboratory, or requests for their periodic newsletter may be obtained by writing to the above address.

PROJECT: **Foreign Policy Association, School Services Division**
ADDRESS: 345 East 46th Street
New York, New York 10017
DIRECTOR: Dr. James Becker
DATE OF VISIT: November 23, 1970
VISIT BY: C. Frederick Risinger

RATIONALE AND PURPOSE: The School Services Division of the Foreign Policy Association was established both to develop materials and to disseminate information related to foreign affairs and foreign policy decision-making to public schools.

REPORT FROM VISIT: My report on the Foreign Policy Association will be relatively brief. James Becker, whom I have known several years–since he was associated with the North Central Association Foreign Relations Project in Chicago–told me that the School Services Division of the Foreign Policy Association would be "closing up show" within a few months. The financial support for this segment of FPA's work has dried up and the decision to eliminate both the school service's functions was made nearly a year ago.

The final materials to come out of the group include two brief simulation activities, *Confrontation* and *Spaceship Earth*, published as articles by the FPA; a comparative analysis activity titled *Suez*; and a major simulation game, *Crisis In the Balkans*, similar to *Dangerous Parallels*.

Confrontation is a somewhat simplified re-enactment of the Cuban Missile Crisis. It involves about four to six persons, each playing the role of a key figure in that crisis. It would appear that the activity could be adapted to larger groups by adding advisor and messenger activities. No plans for publishing the activity beyond the FPA have been made. *Spaceship Earth* is an excerpt from one of their latest *New Dimensions* series, *International Education for Spaceship Earth*, and was written by Don Morris, the former Regional Director in Boulder, Colorado. The hypothetical situation that is created is a duplication of the present world situation in microcosm. Students are asked to offer alternatives and solutions to the difficulties of the "Spaceship."

Suez calls upon the students to read conflicting accounts from various international newspapers and analyze the 1956 nationalization of the Suez Canal by Nasser.

Crisis in the Balkans is probably the most ambitious project. It is a simulation of the 1948 breakaway from the Soviet sphere by Yugoslavia's Tito, and the subsequent decisions made by the U.S.S.R. and Yugoslavia relating to verbal and armed support, as well as financial aid. It has been tested in pilot versions for at least five years and is presently in its final stages of evaluation. Dana Kurfman, former director of the High School Geography Project, is conducting the evaluation program. Becker feels that Scott-Foresman will probably publish the final product in a marketed package similar to the highly successful *Dangerous Parallels*.

PROJECT: **History Education Project, American Historical Association**
ADDRESS: 1126 Atwater Avenue
Bloomington, Indiana 47401
DIRECTOR: Eugene R. Asher
DATE OF VISIT: April 23, 1971
VISIT BY: C. Frederick Risinger

RATIONALE AND PURPOSE: The History Education Project was initiated in 1968 to improve history education in the public schools. It is jointly sponsored by the American History Association, the Indiana University History Department, and the Social Studies Development Center at the University of Indiana. The initial grant has been renewed through June, 1971.

REPORT FROM VISIT: The project is national in scope and has five major goals: (1) define educational objectives in history for the public schools; (2) identify interested educators and historians; (3) disseminate information concerning innovative materials and methods; (4) build lasting liaison between the public schools and the institutions of higher education; and (5) promote cooperative and self-sustaining operations aimed at the national improvement of history teaching and the training of history teachers.

All policy decisions, supervision, and general evaluations have been carried out by an Advisory Committee appointed from the AHA's standing committees, including three non-association members for liaison with the public schools.

Ten teams are now operating throughout the United States. Each team submits proposals, which muct be in general accordance with the five objectives listed above. A great deal of autonomy is given each team as to the tactical organization and operations to achieve these goals. Some use preservice exclusively; some inservice; some both. Some use a few schools; some a group of schools; and some concentrate only on revamping the college courses to prepare history teachers at both the undergraduate and graduate levels.

Phil Mow, Associate Director, pointed out some teams have made great strides. He seemed to feel that one of the major accomplishments of the project has been to initiate interchange between college history professors and high school history teachers. He said that the college historians were being "sensitized" to the crucial issue of more effective training for pre-collegiate history teachers. Additionally, the college teachers are beginning to think more about the rationale and content of their own courses.

The project's current program expires June 30, 1971. If it is refunded, it will probably be at a lower level and the thrust will be on identifying methods to expand the dialogue between educators and historians.

PROJECT: **Industrial Relations Center, Elementary Economics Project**
ADDRESS: Industrial Relations Center
University of Chicago
1125 East 60th Street
Chicago, Illinois 60637
DIRECTOR: Dr. William Rader
DATE OF VISIT: December 3, 1970
VISIT BY: C. Frederick Risinger
FOLLOWUP: By C. Frederick Risinger, June 3, 1971

RATIONALE AND PURPOSE: The Elementary Economics Project was funded in 1960 by the Stewart Mott Foundation to produce curriculum materials in economics for elementary schools. The underlying rationale was that elementary social studies programs generally neglect economics or basic economic concepts essential to effective participation in American society. The specific objectives called for fourth, fifth, and sixth grade material packages that would be sequential in content, but not necessarily dependent on one another.

REPORT FROM VISIT: My visit to the Elementary Economics Project showed it to be one of the best organized of those I viewed during my trip to the East Coast and Midwest. Dr. Rader talked openly and enthusiastically about his project and its future.

Rader set June 30, 1972 as the ending date for the project. The Mott Foundation would like to transfer its attention (and financing) to other areas, and Rader himself feels that will be an opportune time to conclude further work.

The sixth grade course formerly known as *Exchange-Elementary Economics III* is being published by Benefic Press at the present time. The new title is *Economic Man*. A royalty arrangement with Benefic (made possible by Rader's ability to deliver a nearly-finished product) will bring enough money to the project to enable it to continue on a small scale beyond June 30, 1972, if more work is needed. The Mott Foundation grant was extremely generous and stipulated that all royalties from publication would go directly to the project.

Benefic has utilized Rader's extensive and thorough testing program and is marketing *Economic Man* for sixth through ninth grades. Rader indicated that there are good results at the seventh and eighth grade levels, but that he is somewhat skeptical about the ninth grade. One of his present duties is the completion of a testing program at the ninth grade level to determine whether Benefic's catalog will have to be revised.

In relation to the testing program, Rader is working on a test that will test cognitive objectives at the higher levels of Bloom's taxonomy. He hopes to find that the achievement of lower-level cognitive skills will result in the ability to apply, synthesize, and evaluate economic factors and decisions only tangentially related to lower-level knowledge objectives. Another possible project is the development of a standardized economic test, with nationwide normative data to be utilized across the country in elementary and secondary testing programs. The Center would be able to use its vast collection of test data as a foundation. Two additional points should be mentioned regarding the testing program: (1) Rader is very proud that results of extensive testing of over 2000 students indicate that students studying *Economic Man* in the sixth grade score just as high on the STEP achievement tests in social studies as students in the traditional course. He believes this supports his contention that his course is more multidisciplinary than is generally thought; and (2) one facet of his testing program attempts to find what correlation, if any, exists between parental knowledge and attitudes toward economics and student achievement.

Market, the major simulation game from the sixth grade *Economic Man*, is being marketed separately by Benefic Press, although it remains an integral facet of the course. Rader feels the $48.00 price tag is a bit high and therefore has developed a four-week unit built around the game. The goal is to step up sales, decrease per unit costs, and, hopefully, reduce consumer costs. The unit, "Economic Man and the Market," uses material from the course rewritten at the ninth and tenth grade levels combined with the simulation game. It is presently being field-tested at New Trier, Niles Township, and Homewood Flossmoor, Illinois. When I pointed out that all of these schools have students of far better than average capabilities, Rader assured me that the unit would be piloted also in schools where students are more likely to be of average ability.

Rader feels the other phases of his program, *Economics I & II*, originally designed for fourth and fifth grade levels, are somewhat too traditional in teaching strategies. He is gradually phasing them out of the picture altogether, and new materials for the intermediate grades are presently being developed. Ostensively a revision of the older courses, they are actually new materials. Based on a mini-course or "module" basis (Rader's term), they are designed

to plug into American history courses, usually taught for the first time at the fifth grade level. He hopes they will be both more "inquiry-oriented" than the original courses and that they will offer the flexibility of implementation he feels is essential in this era of rapidly-changing school programs. By June 30, 1972 he hopes to have five to six of these modules ready for publication. The content, although based on economics, will stress other social sciences, specifically sociology, political science, and environmental science. The product envisioned at the present time will produce a relatively brief student pamphlet with a much more extensive teacher packet.

The series, which will be titled *Limits of Choice*, will be multi-media in format, including such varied items as sound filmstrips, newspapers, tape recordings, posters, and diaries. Four units have been written and were in the first stages of field testing during the last portion of the 1970-71 school year. They are: (1) *Pullman in 1894*–a descriptive view of the Chicago Pullman district; (2) *Matthew–Land or Sea?*–dealing with the American Colonial Period; (3) *Slavery in the West Indies*–focusing on the slave trade era of the 1700 and 1800's; and (4) *Iroquois*–a unit on the American Indian's utilization of the natural environment.

Additionally, a new simulation game has been developed and is presently undergoing field trials. Designed to be "plugged-in" anywhere in the secondary (7-12) sequence, it is titled *Subsistence* and focuses on economic principles utilizing content based on the life of prehistoric man in the Western Hemisphere.

Finally, Rader and his project are also expanding into teacher training, both preservice and inservice. Several university methods professors in the Chicago area are working with Rader (himself an instructor at Northeastern Illinois University) toward the development of a preservice program in economics for potential elementary teachers. Also, Rader and Benefic Press have developed a video tape program which helps prepare teachers to more fully implement the *Market* game in their classrooms.

Information concerning the materials, the results of the testing program, or field testing can be obtained by writing Dr. Rader at the above address.

PROJECT: **Law in a Free Society**
ADDRESS: 10680 West Pico Boulevard
Suite 470
Los Angeles, California 90064
DIRECTOR: Charles Quigley
DATE OF VISIT: March 11 and 12, 1971
VISIT BY: Robert C. Bilek

RATIONALE AND PURPOSE: In 1969 Samuel O. Pruett, at the time president of the State Bar of California, came to the conclusion that the schools in general and the social studies curriculum in particular were partially responsible for the lack of respect for law and order among the nation's youth. Existing programs were not developing a positive attitude toward the American constitutional system. The Law in a Free Society Project was created with the goal of developing a K-12 program for California which would consider the function of law and the nature of the legal system both in theory and in practice.

REPORT FROM VISIT: The project's Executive Committee is composed of representatives of the State Bar, the Schools of Law of the University of California system, educators, political scientists, and representatives of community and professional groups. The State has been divided into test areas, each with a local advisory panel of similar composition.

Phase I, devoted to the organization of state and local groups and the planning of the two subsequent phases, is coming to a conclusion. Existing curriculum materials on civic and legal education have been reviewed, a bibliography of available materials has been developed, course outlines based on these materials have been formulated, and pilot schools for Phase II have been identified. To date all funds have been provided by the California Council on Criminal Justice, the State Bar of California, and the San Diego County Bar Association.

Phase II will involve the implementation, evaluation, and revision of programs in the six to eight testing areas of the State. During this phase a careful record will be kept with a view toward facilitating a broader dissemination in Phase III. The second phase is expected to continue for the next three years, and Phase III is expected to take an additional two years.

Further information is available from the project director.

PROJECT: **Law in American Society**
ADDRESS: Barrister Hall, Suite 850
29 South LaSalle Street
Chicago, Illinois 60603
DIRECTOR: Dr. Robert H. Ratcliffe
DATE OF VISIT: December 1, 1970
VISIT BY: C. Frederick Risinger

RATIONALE AND PURPOSE: The Law in American Society Foundation was originally established in 1965 by the

Chicago Board of Education and the Chicago Bar Association. Its purpose was to prepare educational materials and teacher training techniques designed "to effect, in a positive way, the attitudes of school age youngsters toward the role of law in American society . . ." The project's rationale contended that alienation was the primary social problem threatening the continued existence of urban America and that this alienation could be reduced or eliminated by the education of citizens to a deeper understanding of American democracy, its legal processes, the interrelationship of individual and societal rights.

REPORT FROM VISIT: The materials piloted for the past few years are now nearly ready for publication and should be on the market by June 1971. Houghton-Mifflin will publish all three sets of materials, as well as the already published Justice in Urban America project. These materials are:

(1) *Law in a New Land*—a casebook for the intermediate grades. Geared to the fourth and fifth grade American history offerings, the casebook is designed to provide supplementary material for the study of legal concepts and their application to current society.

(2) *The Law and American History*—a casebook for seventh and eighth grade students. This is a more sophisticated version based on the same rationale, objectives, and format of the fourth and fifth grade casebook.

(3) *Legal Issues in American History*—this casebook, although utilizing the same basic format as the other two, concentrates on fewer issues in much more depth. While this casebook is also intended to be a supplement to an American history course at the eleventh grade level, it could be a text in itself. When I told Dr. Ratcliffe that these were my impressions from viewing the pilot materials, he said that several of the pilot teachers had utilized the book in this manner and that several POD and American government teachers had requested copies to use in their classes.

Ratcliffe mentioned that the Justice in Urban America materials are selling at a pace exceeding all expectations, and my discussions with Berry Reece of Houghton-Mifflin at N.C.S.S. in New York, confirmed this contention. Reece said it was the fastest-selling item in their secondary school inventory. The acceptance and recommendations the materials are receiving are extremely diverse. The Illinois State Penal system is using them in its prison education programs; the black mayor of Gary, Indiana, Robert Hatcher, has endorsed them for the schools in Gary; Jesse Jackson of the Southern Christian Leadership Conference (SCLC) is using them in school programs run by Operation Breadbasket; and finally, the city schools of Los Angeles, Oakland, and Pittsburgh have adopted them.

Two new units for the series have been tested for one year in Chicago, Dallas, and Buffalo. Titled *Police in the City* and *Social Protest in the City*, they will probably be added to the published series by Houghton-Mifflin in a year. Ratcliffe mentioned that he has been asked by Houghton-Mifflin to come up with a unit dealing with law and drugs, but feels the legal aspects of drugs are in such a state of flux that any book written now would be out of date before it could be put into print.

Their extensive evaluation program, which tests for both cognitive and affective objectives, is still operational.

In discussing the future of the Law in American Society Foundation with Dr. Ratcliffe, it became evident that it is moving rapidly into teacher-training with a large percentage of its resources. This training, both preservice and inservice, is occupying as much of Ratcliffe's thinking as the production of materials. Two universities, Northern Illinois and the University of Illinois (Chicago Circle Campus), already are offering courses for social studies education majors in the teaching of legal issues. Although the Law in American Society materials are used with preservice teachers, the primary focus of the course is on legal concepts, not on a specific set of materials. Inservice training is being done in the school systems of Dallas, Louisville, Indianapolis, and Atlanta. Specific teachers selected by the system are sent to workshops headed by Ratcliffe. They then return to their home schools and work during released time training other teachers. The costs are borne jointly by the local district and the foundation.

PROJECT: **Lincoln Filene Center for Citizenship and Public Affairs**
ADDRESS: Tufts University
Medford, Massachusetts
DIRECTOR: John Gibson and Doreen Blanc
DATE OF VISIT: November 30, 1970
VISIT BY: Michael Radz
FOLLOWUP: By Michael Radz, June 1, 1971

RATIONALE AND PURPOSE: The Center has as its overarching objective the development of a social studies curriculum that will promote effective citizenship. It currently has two major projects. The *Intergroup Relations Curriculum* is intended to supplement social studies programs in grades K-6. The emphasis is on human relations. *The Secondary Social Studies Program* consists of ten Instructional Programs designed for students of average and below-average ability. It seeks to acquaint students with both their rights and their responsibilities as members of a free society.

REPORT FROM VISIT: Although Miss Blanc is not associated with the *Intergroup Relations Curriculum*, the elementary program, she was able to provide information on the direction toward which it was moving at the time. The program is not widely publicized as no particular effort is made to advertise the product. The Center depends upon word of mouth and workshops to disseminate information and materials. However, the *Intergroup Relations Curriculum* has wide use not only in the immediate Boston area, but throughout New England. The future of the

project depends to a large extent upon the feedback received from teachers. As a result, the Center has developed units focusing on the visual and performing arts, which will be integrated into the existing program rather than forming a separate unit.

Other plans at the elementary level include units that develop basic legal concepts and those that place a greater emphasis upon minority groups other than the Negro. This phase of the program is under the direction of William Gibson of the Boston University Law School.

In conjunction with the *Intergroup Relations Curriculum*, the Center sponsors an inservice project known as the Intergroup Relations Seminar. The Seminar has been quite successful in acquainting participants with the nature of prejudice, a concept basic to the elementary program. Films form an integral part of the Seminar. Unfortunately, I was not able to view the film that introduces the Seminar series. The series generally consists of ten two-hour sessions. It was noted that although the Seminar treats specifically the *Intergroup Relations Curriculum*, it does provide a model frequently used by the Center with many of its other programs.

The Secondary Program continues to expand and now consists of ten Instructional Programs. Miss Blanc helped develop units of a new program called "The Sociology of Contemporary American Minorities . . ." When completed, the program will consist of 12 units dealing with topics such as Blacks in Colonial New England and Slavery in the Constitution, as well as emphasizing other minority groups such as the American Indian and the Puerto Rican. This program is meant to integrate into American History courses rather than serving as a black studies course. Several of the eight sections that will comprise the program will be available in the fall of 1971. The largest subsection will focus on the "Black Experience in the United States."

Working jointly with William Gibson, Director of the Law and Poverty Project at the Boston University School of Law, the Center has developed *Lessons in Conflict: Legal Education Materials for Secondary Schools*. This program is the result of three years of development and testing in Boston area schools.

A final related program is the Current Affairs and the Social Studies project, a joint venture of the Center and Newsweek magazine. Several new titles including one on the environment were added in the 1970-71 school year.

One additional project is in the "think" stage. The Center, with the advent of voting rights for 18-year-olds, is anxious to do something that will interest high school graduates in using the political process. It is their feeling that a way must be found to reach students before they are completely turned-off by the traditional civics curricula. A conference for students and teachers on this topic, sponsored by the Center and Northeast Conference on Local Government, is scheduled in the summer of 1971. It is anticipated that suggestions and/or materials dealing with the 18 year-old-vote will result.

PROJECT: **Marin Social Studies Project**
ADDRESS: 201 Tamal Vista Boulevard
Corte Madera, California 94925
DIRECTOR: G. Sidney Lester
DATE OF VISIT: March 23, 1971
VISIT BY: Michael A. Radz and Robert C. Bilek

RATIONALE AND PURPOSE: As originally constituted, the Marin Project had two primary objectives: (1) to develop a new K-12 social studies curriculum, which would incorporate many of the major innovative materials being developed by various projects across the country; and (2) to initiate inservice programs to prepare teachers to implement new social studies materials and ultimately the new K-12 program. However, as the Project moved toward these goals, certain problems were encountered which resulted in some alterations. One significant development occurred when the Project was transferred from U.S.O.E. to the State of California. The transfer produced certain situations that changed some of the ideas the Project had wished to pursue.

REPORT FROM VISIT: Early in its history the Project staff determined that they would introduce as many of the new social studies materials as seemed feasible. As a result, 35 programs were tested by teachers in Marin County. Inservice programs were arranged for every course deemed vital to successful implementation. The experimental classes were compared to classes using traditional materials by means of an (admittedly subjective) instrument developed by the Project staff.

Lester indicated that several conclusions were reached—two anticipated and one unexpected. First, it was observed that the teachers, in every instance, were a greater variable than the materials. The lone exception was "Man: A Course of Study," which excited teachers to the degree that they were all committed to using the course again. In every other case, teachers felt no particular attachment to the program they had taught. Secondly, as expected, the so-called new social studies materials were judged by students and teachers to be superior to the traditional programs.

Finally, teachers who worked together did a better job with the new materials than did their colleagues who were using the same program on their own. The reason appears to be that, in the process of group planning, teachers came to grips with the rationale of the materials and thus had an appreciation of the why's of the package.

Lester also specified a number of other significant conclusions reached on the basis of the Project's experiences. New materials, new strategies, and new theories of learning require a massive retraining effort. The thrust of this movement must be to bring about changes in teacher behavior. Under the direction of Gary Know, Project Associate,

a "Social Studies Teacher Diagnosis Inventory" was devised, based on the concept of cognitive dissonance as developed by Leon Festinger in his book, *A Theory of Cognitive Dissonance*. Lester claims that this instrument and approach have been extremely effective in the assessment of individual teacher needs.

Once the State moved into the picture, it required hard data on changes in student behavior resulting from involvement in the Marin approach. This produced a readjustment of anticipated outcomes. With this in mind, and based on previous experience, it was decided that if social studies instruction was to be changed, emphasis had to be placed on the crucial variable: the teacher's intrinsic reation to the materials under enlightened conditions and in consensus with people in the individual school building. The question is how to get people to this point, and this has been the main focus of the Project during its final year. They are developing what Lester calls, a "change system package," which places emphasis on the decision-making process. In short, if teachers are given the tools with which to make enlightened decisions, they are more likely to change their own behavior. Know's "Inventory" is an integral component of this package.

Another facet in the enlightened selection process involves the use of the Marin Directory (what is available), the Curriculum Materials Evaluation System (what are the chief characteristics of the materials), and "Marin Social Studies Project Field Test Results," 1968-69; 1969-70 (how do they work).

To measure change in student behavior, Marin is relying on two instruments. The first is the familiar Flanders Interaction Analysis, and the second is a device developed by the project staff, the "Inquiry Process Observation System." Although the testing program is not complete, preliminary data indicate a greater student response to the new social studies materials at the higher cognitive levels.

I raised the question about plans for disseminating the various Project reports. The final report, of course, goes into the public domain, and Lester would like Marin County to publish the other materials. Should that fail to materialize, he intends to attempt commercial publication.

The Project terminates June, 1971.

PROJECT: **MATCH, Materials and Activities for Teachers and Children**
ADDRESS: Boston Children's Museum
Jamacaway
Boston, Massachusetts
DIRECTOR: Frederick Kresse
DATE OF VISIT: November 29, 1971
VISIT BY: Michael Radz and Robert Bilek
FOLLOWUP: By Michael Radz, June 1, 1971

RATIONALE AND PURPOSE: The MATCH Project originated out of the experience of the Boston Children's Museum with exhibits that circulated in the Boston area. It was observed that meaningful learning took place when young children had the opportunity to manipulate objects. This idea was expanded and became the basis for the development of 16 MATCH kits. Three of these, *The City, A House of Ancient Greece*, and *The Japanese Family* were made commercially available by the American Science and Engineering Company.

REPORT FROM VISIT: Arriving early, we had an opportunity to browse through the Workshop of Things, another of the Boston Children's Museum's projects. Everything seemed to be in a state of disarray, but we found out that is the intent. The workshop is an attempt to break down teacher's inhibitions about allowing youngsters to dig into materials with instructional potential. A series of rooms, each representing a different subject area, contain a variety of artifacts, books, and other paraphernalia that students can use to create learning experiences. Fred Kresse presented an informal, but comprehensive report on the operation of the Museum. The MATCH Project phase of their operation is not being expanded beyond the three existing kits, because the American Science and Engineering Company does not feel the demand is sufficient to justify the production of additional kits.

The Museum is having financial difficulties and is struggling to stay in existence, and Michael Spock, Director of the Museum, is now spending a great deal of his time soliciting funds. As a consequence, there is no staff working in the area of curriculum development.

We were taken on a behind-the-counter tour of the distribution center. Schools may borrow the 16 MATCH kits that have been developed, packaged museum displays, and/or work kits. There were hundreds of these materials available on a small cost-loan basis. Most are used in the Boston area, but occasionally some find their way to more distant schools in New England.

An interesting package is the discovery kit prepared to develop a single idea found in a MATCH kit. Discovery kits are intended as teaching materials for lessons.

The actual Children's Museum is housed in a separate building that was once an auditorium. The layout is particularly appealing for the pre-adolescent. Everything is presented in such a way as to invite manipulation. We observed several children having a wonderful time at the same time that they were involved in learning experiences.

American Science and Engineering has entered into a temporary arrangement with Childhood Resources, Inc. They have agreed to market the three MATCH kits. This is a trial situation which will terminate September 30, 1971.

The MATCH materials have been selected by the U.S. Office of Education as one of ten projects that will be

built into an exhibit of exemplary curriculum innovations. This exhibit will travel throughout the nation.

U.S.O.E. has entered into a contract with the Educational Testing Service to evaluate O.E. funded projects and to identify those that are worthy of wider dissemination. MATCH is one of the projects under consideration. ETS will issue a final report in the Fall of 1971.

The Project is also being studied by the American Institute for Research, also under O.E. contract. MATCH is being analyzed as an example of curriculum development. The purpose is to provide O.E. with guidelines for future funding.

PROJECT: **Metropolitan St. Louis Social Studies Center**
ADDRESS: McMillan Hall
Washington University
St. Louis, Missouri 63130
DIRECTOR: Dr. Harold Berlak
DATE OF VISIT: April 26, 1971
VISIT BY: C. Frederick Risinger

RATIONALE AND PURPOSE: The Washington University Social Studies Curriculum Project was initiated in 1966. Its goals are to develop both new student materials and teaching strategies in the social studies for upper elementary schools. The rationale underlying the materials assumes that students learn best by active involvement in the examination of ethical issues. Affective or emotional feelings are frequently utilized, although the materials are soundly based on a social science structure. The materials will probably be published in 1971 or 1972 by O.L.W. Singer Company, Inc., a division of Random House, New York.

REPORT OF VISIT: In an attempt to determine the background, products, and future of the Metropolitan St. Louis Social Studies Center, I asked Dr. Berlak to discuss these points from a personal, evaluative point of view. Reviewing the Center's operation to date, he noted that it was originally funded by the U.S. Office of Education under a Title III grant in 1966. Prior to that time, a social studies resource center was established with a $10,000 grant from the Educational Council for Responsible Citizenship and the Higher Education Coordinating Council. The project that has been operating since 1966 with O.E. funding has been two-fold: (1) the development of a variety of student materials and methodology for upper elementary school age children (Grades 4-6); and (2) the dissemination of all new social studies materials and inquiry methods through an elaborate Field Station-Radial School concept.

The Curriculum Development Project is no longer funded by O.E.; instead, Random House and SRA have financed the operation and will continue to do so until August, 1971. At that time, all materials including printed student and teacher materials, audio-visual materials, simulations, etc., will be turned over to the publisher. The development pattern of each unit follows a five-faceted sequence:

(1) Development–8-9 months per unit. Developed by a team of teachers, college professors of social science and education, and specialists in media.

(2) Teaching–each unit is taught in three schools. Dr. Berlak teaches each unit at one of the schools. The other two teachers have had no training in the rationale of the materials–this is to provide Berlak with a more realistic view of the effects of the materials on students and teachers.

(3) Testing and Revision–Dr. Berlak contends that his method of testing, "Naturalistic Field Testing," provides a more accurate picture of the materials. This method was fully described in a paper he gave at the AERA Conference in 1970.

(4) Re-teaching–this phase is more broad than the first pilot teaching. Two thousand students throughout the Metropolitan St. Louis area are involved.

(5) Final Revision and Publication–a small pilot teaching program is again carried out to ensure the validity of the revision.

Each unit lasts from five to seven weeks and there are four units per grade. Dr. Berlak maintains it should not be considered a complete program, but that each unit can be implemented separately or in conjunction with other social studies materials.

The units can be described as an "extended case study" of a group of people caught in the throes of societal change. The units are designed much as a film scenario, and the social science concepts or structure "emerge" from this story. Each unit emphasizes the emotional or affective qualities of the situation. Berlak's goal is for the students to perceive the social science concepts or generalizations as affecting people–not as mere ideas existing in a vacuum. Yet he maintains that the program builds a steady progression of cognitive and study skills. Additionally, "moral reasoning" is an integral feature of each unit. A "persistent dilemma" is the feature of the units–an example being cultural autonomy vs. the general welfare. Students are encouraged to see how difficult it is to apply black-white solutions to such dilemmas and how every decision affects all facets of a problem.

Listed below are the units and brief descriptions of the content of each:

Grade 4: (1) "One Mexican Family"–a family moving from a rural to an urban area.
(2) "Urban Renewal in Lagos"–a case study of the impact of urban renewal.

(3) "Two Soviet Families"–focuses on the conflicts within an industrial setting and within a Soviet youth group.
(4) "An Indian Village"–the impact of a community development program on the social system of a rural village in India.

Grade 5: (1) "Boston West End"–urban renewal in Boston.
(2) "Changing Neighborhoods"–a case study of a family in a racially-changing neighborhood.
(3) "Navajo in the City"–the consequences of a national policy to relocate the American Indians in urban areas.
(4) "The Dispute over Bodega Head"–a study of the conflicts erupting when plans were announced to build an atomic plant at Bodega Head, California.

Grade 6: Two tentative units deal with conflict of loyalties in the American Revolution, and between cattlemen and farmers in the west, as a result of the Homestead Act of 1862.

Future plans for the project include a program for grades K-3, which will provide a wide variety of social experiences. These will be individualized packets designed to be used after a student is enthused and excited about a question. One example would be, "How does food get to a supermarket?"

PROJECT: **New York City, Bureau of Social Studies**
ADDRESS: 110 Livingston Street
Brooklyn, New York 11201
DIRECTOR: Leonard Ingraham
DATE OF VISIT: November 23, 1970
VISIT BY: Michael Radz
FOLLOWUP: By Michael Radz, April 12, 1971

RATIONALE AND PURPOSE: In 1965 work was started on the development of K-12 social studies program that would be based on the major concepts of the respective social science disciplines. The program was to provide for the sequential development of major themes, concepts, and skills. Needless repetition was to be eliminated. Understandings were to be developed through inquiry and discovery techniques.

REPORT FROM VISIT: After five years of development, the New York City Social Studies Program is now virtually complete. The Curriculum Bulletins for Grade 3 (culture studies) and for Grade 12 (a one-semester course that emphasizes consumer economics) are now at the printers and will be available in the immediate future. Mrs. Florence Jackson, Bureau Associate, indicated that they are reasonably satisfied with all the Bulletins, with the possible exception of the tenth grade course, "World Studies–Western Civilization: History and Culture." Feedback from students and teachers indicates a concern about the relevancy of the course to urban youngsters. In all probability this will be the first Bulletin to undergo extensive revision. In a sense, all the Bulletins are considered tentative. The Bureau anticipates periodic revisions, as well as the issuing of various supplements. For example, the Bureau has developed lists of recommended texts and source books at each grade level.

The question was raised as to how the Bureau views the Bulletins in relation to actual classroom instruction. Mrs. Jackson was quick to point out that the Bulletins are meant to provide assistance and in no way are considered mandates. However, experience has shown that many teachers, especially at the elementary level, adhere rather closely to the outlines. As might be expected, there is tremendous variation from school to school.

New York City is in the process of decentralization. This will ultimately place even more responsibility for curriculum decision-making in the hands of the local supervisor and building department chairmen. The full impact of decentralization is yet to be felt, but Mrs. Jackson anticipates that as a result the role of the Bureau will be changed. She sees increased responsibility for the dissemination of information regarding methods and materials and a larger role in inservice education. For example, the Bureau attempts to issue notices advising teachers of new materials, but adaptation is the responsibility of personnel at the local level. Salesmen typically concentrate on the local district, visiting the Bureau office rather infrequently.

This led to a question regarding utilization of new social studies materials. Mrs. Jackson indicated that some programs, such as "Our Working World," are cited in the Bulletins. However, because schools are virtually on their own, there is a good deal of experimentation with the new materials. Because of decentralization, the Bureau is not aware of everything going on. For example, it is known that some schools are using "Man: A Course of Study." On the other hand, Mrs. Jackson had no idea whether Lippitt and Fox materials were being used.

The Bureau has been actively involved in both preservice and inservice training. For a number of years it has worked closely with all the local teacher-training institutions. Just recently, the Bureau completed a survey of all methods courses being offered by the local universities in an effort to keep up with the latest methodology. Far more has been undertaken in the inservice field. Extensive use is made of television. The usual procedure is a one-hour reaction session under the direction of experienced teachers. Such courses usually run 14 to 16 weeks and place emphasis on the implementation of the Curriculum Bulletins. The TV presentation is shown twice–once during the lunch hour (no followup) and again at 4 p.m. (two-hour session). Teachers involved in the regular two-hour session receive salary credit.

Finally, I raised the question of what impact community groups and factions outside the school had on the social studies curriculum. Mrs. Jackson asserted there is more emphasis on black culture and accomplishments and urban problems, but this is more the result of general trends than the demands or influence of any particular groups. Also during the last five years greater efforts have been made to involve the community (local district) and students in the curriculum revision process.

PROJECT: **New York, State Department of Education, Bureau of Social Studies Education**
ADDRESS: The State Education Department
Albany, New York 12224
DIRECTOR: Donald Bragaw
DATE OF VISIT: December 1, 1970
VISIT BY: Michael A. Radz
FOLLOWUP: By Michael A. Radz, April 18, 1971

RATIONALE AND PURPOSE: In the past almost anyone familiar with the New York State Social Studies Program and the Bureau which administered it would have been tempted to say that the Bureau's function was to enforce State mandates. This was misrepresentation, but nevertheless it was widely believed. Today, the Bureau is attempting to build a new image. They see their role as assisting local school districts to make more enlightened decisions regarding their social studies programs. It is the Bureau's desire to encourage, not stifle, innovation.

REPORT FROM VISIT: The Bureau is engaged in a wide variety of programs designed to improve the teaching of social studies. First, it sponsors and/or participates in a number of conferences. For example, in the 1969-70 school year conferences included "Priorities for the Seventies," "A Colloquium on Environmental Education," and a conference co-sponsored by the New York State Council for the Social Studies.

A second phase of the Bureau's operations is a sizeable publications program. Curriculum guides are available for grades K-11 and one-semester courses, advanced economics and advanced government, for grade 12. A number of titles are available in the *Teaching Systems Series*, practical suggestions for elementary teachers, K-6. New titles at secondary level include *Teaching about Africa* (grade 9), *United States History: The Black Perspective* (grade 8), and *American Civilization in Historical Perspective*, Part I (grade 11). Additional guides are being developed for grades 7, 9, 11, and 12.

Teacher-training is another focus. The Bureau has recently released *A New Curriculum–European Culture Studies*, available as a video tape dub or as a 16 mm soundfilm kinescope recording. Bureau Associates are active as consultants.

No conversation of New York State social studies is complete without mention of the Regents examination. The Regents exam is indeed an improved instrument, but many desire to see it abolished. Commissioner Nyquist has ordered a thorough re-examination of the entire State testing program, and groups of administrators, teachers, students, and parents have been meeting throughout the school year. A group of evaluation experts will consider the findings of these sessions and make recommendations to the Commissioner in December 1971.

In the spring, Dr. Donald Bragaw was appointed Chief of the Bureau. Bragaw, currently at the University of Florida, is a former department chairman from Plainview, New York and a past president of the New York State Council for the Social Studies.

PROJECT: **Our Working World, University of Colorado**
ADDRESS: 970 Aurora
Boulder, Colorado 80302
DIRECTOR: Lawrence Senesh
DATE OF VISIT: June 7, 1971
VISIT BY: Michael Radz

RATIONALE AND PURPOSE: When Dr. Senesh began to develop the *Our Working World* program he was primarily concerned with the creation of a social studies program for elementary school youngsters that would focus on basic economic concepts. He planned an "organic" curriculum, which became increasingly sophisticated in terms of content, concepts, and skills. However, Senesh also believed the economics would have to be related to the other social sciences in order to have an integrated curriculum design. Accordingly, he developed the orchestration concept. In one phase of the social studies curriculum, economics would "play" the lead, with the other disciplines lending support. At another point sociology might be in the spotlight. This approach is particularly evident in the second and third grade materials.

REPORT FROM PROJECT: Senesh is now working on revisions for the programs for grades 1-3 and completing the courses for grades 4-6. He indicated that the revised 1-6 program will differ from the original in three important ways.

First and foremost, the biggest change will be in the program's social science orientation. Grades 1-3 did focus on concepts drawn from political science, economics, sociology, social psychology, and anthropology, always within a historical and geographical context. The revisions and the courses for grades 4-6 will focus on the same

disciplines–plus law–but in addition to history and geography, Senesh will present a system approach. This, he feels, is a wave of the future and, because it is a relatively new concept, he intends to provide the teacher with material that will thoroughly explain and develop the approach.

Second, the new programs will place a greater emphasis on social realities. For example, in treating the family such topics as the generation will be considered.

The final major development is what Senesh feels is a new approach to the teaching of history. The materials for grades 4-6 will be a combination of narrative and documents on the one hand and a chronological and relevancy approach on the other. For example, grade 5, *The American Way of Life*, will focus on the evolution of the American social system. After tracing the development of America to the 20 century, Senesh will present 20 randomly selected "episodes" that will show the system being put to the test. Each of the episodes will consist of a narrative and a set of original documents. Students will be asked to compare and contrast ways the system has been tested in the past with current pressures. An additional ten episodes will be provided in the teacher's resource unit.

Grades 4 and 6 will deal with regions of the United States and the world, respectively. Again Senesh claims a different approach. He defines a region as an image that one can create and justify. This program will encourage students to identify and justify their own region.

The revisions of grades 1-3 and the courses for 4-6 have been tested in the Elkhart, Indiana public schools.

All materials, 1-6, are scheduled for publication by Science Research Associates, Inc. in the Spring of 1973.

PROJECT: **Political Science Education Project, American Political Science Association**
ADDRESS: 1127 Atwater
Bloomington, Indiana
DIRECTOR: Dr. Lee Anderson
DATE OF VISIT: April 23, 1971
VISIT BY: C. Frederick Risinger

RATIONALE AND PURPOSE: The APSA Political Science Education Project is an instrument of the Association's Committee on Pre-Collegiate Education. The Committee's goals are to determine methods and procedures through which the intellectual resources of the discipline can be mobilized and the talents of the profession organized in research and development activities, designed to encourage improvements in political science education in the schools. In order to accomplish this goal, the Project has developed a multi-faceted program.

REPORT OF VISIT: My visit with Lee Anderson came as one facet of my trip to the Social Studies Curriculum Center at Indiana University. Although Anderson plans on returning to Northwestern University next year (1971-72), the APSA pre-collegiate Political Science Education Project will continue as an integer in the total APSA philosophy. Some of their specific plans are:

1) Developing a long-term strategy that will strengthen the linkage between the political science disciplinarians and those involved in pre-collegiate education. This program will probably utilize the conference-workshop approach similar to the present Teacher Education in Political Science programs sponsored by the APSA and the SSEC. Additionally, pre-packaged materials for preservice and inservice teacher education will be developed and disseminated.

2) Compiling and distributing an annotated biographical index of political science professors throughout the country who are interested in elementary and secondary education. This index will specify in what area(s) the political scientist is particularly qualified and/or interested concerning pre-collegiate education and will serve as a consultant guide for schools and individuals who need guidance or assistance in planning, implementing, or evaluating their political science program.

3) The continual development of an elementary social science education center at Northwestern University. This will have a political science facet supported by APSA.

4) Funding a black studies program at Southern University at Baton Rouge, Louisiana.

5) Developing the plans for an inner-city pre-collegiate political science program that would focus on a single city. This tentative plan would attempt to work with students at all levels in developing viable political science concepts for life in an inner-city school. If the APSA goes ahead with the project, Washington, D.C. will probably be selected as the pilot city.

6) Forming a cluster or consortium of political science departments in a particular geographic area which are interested in the training of teachers for elementary and secondary schools. This group would develop special courses and seminars to train preservice teachers in content and methodology. Anderson hopes the planning would be done by a combination of educationists, political scientists, and personnel from the local public school systems.

7) The continuation of negotiations with the National Science Foundation for funding of a new political science curriculum development project for both elementary and secondary schools. The proposed format would be similar to the Sociological Resources in The Social Studies Episodes in that they would be "plug-in" units. No sequence would be mandated and they could be utilized individually or as packages. Anderson would like to expand the project to include complementary teacher education materials.

8) Continuing the development and publication of several more books similar to Mary Jane Turner's recently

published *Materials For Civics, Government, and Problems of Democracy: Political Science in the New Social Studies*. Each of these would be a link between political scientists in the universities and teachers in the public schools. Anderson could not give me a definite number, but used the word "several" to describe his own objectives for this facet of the program.

9) Working toward developing materials and working arrangements for and with the public schools in relation to the socio-political organization of the schools. Using the concept of the schools as a political unit with all the structural constructs of a national political unit, the program would focus on altering the structure to fit philosophy and goals consistent with those of democracy. This program is somewhat tentative, but would appear to have significant possibilities . . . particularly with the emphasis on changing the school environment and "humanizing" the school.

Information regarding any of these projects can be obtained from the Center's headquarters in Bloomington, Indiana or the American Political Science Association in Washington, D.C.

PROJECT: **Population Education Project**
ADDRESS: 1129 Atwater Avenue
Bloomington, Indiana 47401
DIRECTOR: Dr. Jerry Brown
DATE OF VISIT: April 23, 1971
VISIT BY: C. Frederick Risinger

RATIONALE AND PURPOSE: The Population Education Project, a new project, is supported by the Population Council of New York and is sponsored by the Social Studies Curriculum Development Center and the Laboratory for Educational Development at Indiana University. The objective of the project is to develop secondary materials related to all aspects of population growth and methods of population control.

REPORT FROM VISIT: The Population Education Project is directed by Jerry Brown, who recently received his doctorate in curriculum writing from UCLA. The goal of Brown's work is to develop a 4-week "plug-in" unit for the eleventh and twelfth grades on population growth or lack of growth.

The Population Council strongly feels that the "crisis biologists" have been too simplistic in blaming all environmental problems on over-population. Brown wants the students to analytically apply the concepts of a "social demographer." The unit will help the students ascertain basic relationships that play a determining role in increasing or decreasing population growth. Values are strongly related to various optimal populations and the public policies necessary to achieve and hold those optimal populations.

Brown's first task is to determine, through a needs-assessment survey, what students at that age level know and do not know about the tentative model of population growth and control he has developed. This will determine how his unit should be constructed and how much allowance must be made for individualized instruction. At the present time, he is counting on several packets–some remedial in nature, designed to bring slower students up to a predetermined level, and some designed to challenge students with advanced knowledge about population issues.

The final goal at the end of the unit is for students to develop a population policy after being given a specific set of information about a country and its various demographic variables. They may decide to do nothing or to intervene in a number of ways.

Information can be obtained at the above address. Although Brown could give no firm date for field testing materials, it appears likely that they could be available by the middle of the 1971-72 school year.

PROJECT: **Rhode Island Social Studies Project**
ADDRESS: 211 Veazie Street
Providence, Rhode Island 02904
DIRECTOR: Ridgeway Shinn
DATE OF VISIT: December 2, 1970
VISIT BY: Robert C. Bilek
FOLLOWUP: By Michael Radz, June 1, 1971

RATIONALE AND PURPOSE: In 1964 a group of 12 teachers and administrators began to formulate a new social studies program for the city of Providence. Rhode Island lent itself very well to this type of project since there are no legislative restrictions placed on the social studies curriculum. Six teams were formed, each to investigate a different discipline. Their task was to identify the new trends in that field and to determine concepts that should be included in a K-12 curriculum. At no time was the community asked to participate in this project. The resulting framework was revised at least four times before the final report was written this year. All materials used were decided upon by classroom teachers. Suggested materials and content accompany the concepts in their guides, but it is emphasized that concepts determine the content and not vice versa. During the developmental period, as the materials were being field tested, they were subjected to routine evaluations. In addition, ten social scientists from each discipline were called upon to evaluate the materials in light of their own expertise, and reports led to additional revisions. In 1969 an

outside agency was hired to do a comprehensive evaluation of the whole project.

REPORT FROM VISIT: This is the second full year for the Project in the Providence school system, and acceptance by elementary teachers has been greater than anticipated. In the middle grades it is having varied success, with most comments positive. On the high school level, however, there is quite a bit of controversy over the Project. From discussing the project with department chairmen I gathered that many teachers are resisting the change from traditional classroom activity; that the unions, which are strong in this urban center, resist both the expense of moving to new materials and the demands on teachers' time that accompany innovation. Furthermore, because of social conflict, such as the closing of Providence school due to racial disturbances, a feeling exists that more discipline rather than more freedom is needed to solve the problems.

The program in grades K-8 is interdisciplinary with a geography core and in grades 9-12 it is interdisciplinary with a history core. In order to cover a wide range of learning abilities at each grade level, the teacher guide refers to a wide range of materials that supposedly exists within the teaching lab (classroom). Units from other curriculum development projects can be plugged in at any appropriate level.

One of the biggest side effects of the project has been its impact at the administrative level of the city system. A number of new positions have been created and a revitalization of the social studies has taken place. Art Zarella, a high school department chairman, went over his plan for a program of mini-units in a non-graded, non-structured setting.

The materials have not been picked up by a commercial publisher, but they may be obtained through the Rhode Island University Bookstore.

Shinn noted that the program in Providence is in a continual state of revision. However, the materials available through the Bookstore are the original revisions.

PROJECT: **Schwartz Citizenship Project, University of Chicago**
ADDRESS: Graduate School of Education
5835 Kimbark Avenue
Chicago, Illinois 60637
DIRECTOR: Dr. Mark Krug
DATE OF VISIT: December 3, 1970
VISIT BY: C. Frederick Risinger
FOLLOWUP: By C. Frederick Risinger, June 4, 1971

RATIONALE AND PURPOSE: The Schwartz Citizenship Project, privately funded by the Lavinia and Charles Schwartz Foundation, has as its goal the development of realistic and rational curriculum materials for junior high social studies. The project developers strongly feel that "politics" is often neglected to the point of exclusion in the study of American government. By studying materials that accurately describe all the processes of government and the myriad influences upon it, students will feel more knowledgeable and efficacious concerning their own role in politics.

REPORT OF VISIT: The Schwartz Citizenship Project, directed by Dr. Mark Krug, has produced 5 units of a projected 14. These will be field-tested during the 1971-72 school year.

My meeting with Dr. Krug was productive and frank—productive in that he gave me all printed materials, reports, and evaluative data developed by this project thus far, and frank because Krug was very open about his materials. When I asked him when he felt the project would be completed, he indicated some insecurity about how long his financing would last.

The rationale for Krug's project is found in the Report of the *Invitational Conference* on *Citizen Education* published in October 1969. Briefly, Krug feels that present citizenship materials and programs are creating and reinforcing a lack of understanding and faith in the traditional processes of a democratic society. He especially berates the textbooks usually used in citizenship and civics courses for failing to present the American government as it is, thereby setting up an ideal model that serves only to create disillusionment and contempt on the part of perceptive students. It is his goal to correct these failures by developing materials that will emphasize the processes of democracy, not merely describe the ideal. His materials focus on "politics" in the broadest definition of the term: the interrelationships and interaction of all people, groups, and institutions, both public and private in the determination of policies and acts of the government and society.

As previously mentioned, Krug envisages 14 units to be used primarily at the junior high level. He mentioned that the ninth grade is his upper limit for the materials. All of the titles have not yet been determined, but a partial list of topics follows: (those with an asterisk are in print for field testing).

*1. Road to the White House.
*2. Slogans and Bearers: The National Party Conventions.
3. Churches and Political Processes.
4. Law and Youth.
*5. Pressure Groups and Politics.
6. The Senate: How It Works.
7. The House: How It Works.

8. Presidency and the Congress: The Working Relationships.
*9. Ethnic Groups and Politics: The Forgotten Factors in American Politics.
*10. Crimes and Criminal Justice.

Krug emphasized several times the concept of "process," as opposed to description. He firmly believes that only by studying the "how" of the American political system can students develop the attitudes and skills that will enable them to function effectively within the system.

There have been no attempts to negotiate for publication at this time; many of the units have not yet reached the writing stage. Those that have been written are being tested in 26 schools across the United States. Although many are in the Chicago area, they range geographically from Oakland, California to Maine.

After a cursory review of the two units he gave me, I commented on the lack of any audio-visual materials, simulation games, role-playing activities, etc. Dr. Krug frankly told me that he was "not interested in these gimmicks." If the publisher wants to include or suggest them, that will "be their business." I subsequently noticed from the October 1969 report that two of the pilot teachers had commented on this same point, so evidently Krug is firmly set against the concomitant development of such materials and activities. The teacher's guides that will accompany the materials offer additional teacher information, but little in the way of suggested activities.

Krug made another interesting point concerning the applicability of the materials. Although one of the early pilot schools, Forestville High School in Chicago, was all black, and several black schools in Oakland, California are presently piloting the materials, he stated that he personally felt the audience for which the materials are best-suited is comprised of suburban or middle-class urban schools. He does not feel that they are particularly effective in inner-city situations. Although I did not ask him at that time, it would appear that this is somewhat contradictory to his rationale for the program. The students most susceptible to alienation and disaffection with democratic processes are those usually found in the specific schools he excludes from his project audience.

I personally feel that the rationale and the concept behind the project is excellent. However, I also feel that the "traditionally-based" final product and lack of emphasis on teaching strategies and varied student activities will limit effective utilization and wide-spread acceptance of the materials.

Schools and teachers interested in the program or serving as pilot schools should contact Dr. Krug at the above address.

PROJECT: **Social Studies Development Center**
Indiana University
ADDRESS: 1129 Atwater Avenue
Bloomington, Indiana 47401
DIRECTOR: Dr. Howard Mehlinger
DATE OF VISIT: April 23, 1971
VISIT BY: C. Frederick Risinger

RATIONALE AND PURPOSE: The Social Studies Development Center was established in 1968 to foster the invention, development, and diffusion of new materials and teaching strategies intended to improve social studies instruction. The Center sponsors national programs of development and does not emphasize teacher education or basic research, although programs of this type have been facets of the total program. At the time of this visit, seven projects were affiliated with the Center.

REPORT OF VISIT: The Social Studies Development Center in Bloomington, Indiana presently has seven separate projects operating under its auspices. I was extremely impressed with both the enthusiasm and the organization demonstrated by the project directors and other personnel who discussed their materials with me. My discussion with Howard Mehlinger centered primarily on three points: (1) the newly-proposed dissemination-publications program of the Center; (2) the Field Agent Program; and (3) the final publication plans for the *American Political Behavior* (APB) course by Ginn and Company. Reports were also filed on the other projects operating under the Center's umbrella.

The centers submitted a proposal to the Ford Foundation to fund an extensive dissemination-publications program with a "consortium" of five to ten school districts in the midwest. This group would develop a broad and long-term systematic field testing program. The project is designed to assist the schools and the public school teachers in analyzing and testing materials and methodology on an extended basis. The focal point would be the local schools rather than the university. At the present time, Mehlinger's plans call for this program to be directed by Jim Becker, former Director of the Schools Services Division of the Foreign Policy Association. Becker will be joining the Center in September.

The Field Agent Program, directed jointly by Mehlinger and Gerald Marker, is a two-year training and dissemination program for developing change agents within a 200 mile radius of Bloomington, Indiana. This year, 11 field agents are at Indiana University for a year's training in a program that combines regularly-offered course work with special seminars planned by the agents themselves and taught by personnel from the resources available to the Center. Geographically, the range includes Charleston, West Virginia; Kentucky; Dayton, Ohio; Grand Rapids, Michigan; and Indiana. At the conclusion of the year, the field agent will receive a Master of Arts in Teaching and return to his home school. Arrangements have been made with the administration of each of the schools to provide

some or all of the following: release time, reduced teaching loads, administrative responsibilities, purchase of materials, and commitment to send the field agents to the 1971 NCSS. Additionally, the High School Curriculum Center will provide consultative services free of charge and assist in many other facets of the program. The field agents have also established a network of cassette recordings to share information and suggestions.

Mehlinger is concerned with the possibility that some of these well-trained, enthusiastic field agents will have conflicts with department chairmen or other supervisors when they return. However, the program appears to be working very well and Mehlinger and Marker may attempt to get more money and raise the total number of field agents to 50. There is also the possibility of making the program an intensive summer program with special courses, rather than a yearly program.

The American Political Behavior course will be available for review at NCSS in Denver in 1971 and for purchase in January 1972. The cost of the course will be $5.95, which will include a teacher's guide and transparency masters. Finished transparencies will be sold as a separate packet for about $20.00. A game packet will be sold for $50.00, including two games–the "Legislative Game" and "Judicial Recruitment"–and two simulations–"Mayorality" and "Foreign Policy." The games are designed for two or three periods each and the simulations for about a week each.

Ginn and Company is funding the hiring of Miss Carol Hahn, an Indiana University advanced doctoral student, to disseminate information and teach demonstration lessons after January 1972. She will work through the Center, but will be paid by Ginn and Company. Miss Hahn, who has taught economically disadvantaged students in Kentucky, will travel frequently throughout the country with Ginn Salesmen and present the rationale and utility of the APB course from a teacher's point of view. Districts or schools interested in having Miss Hahn consult with their teachers should write to the Center or Ginn and Company in Boston.

PROJECT: **Sociological Resources for the Social Studies**
ADDRESS: 503 First National Building
Ann Arbor, Michigan 48108
DIRECTOR: Robert Angell
DATE OF VISIT: December 4, 1970
VISIT BY: Michael Radz
FOLLOWUP: Michael Radz, May 2-4, 1971

RATIONALE AND PURPOSE: The Sociological Resources for the Social Studies Project (SRSS) developed out of the concern of professional sociologists for the status of their discipline in the "new" social studies movement. It was decided to concentrate on the secondary level through the development of three types of materials: short episodes that could plug into existing programs, collections of readings, and a one-semester course. The emphasis was on the development of materials that would be faithful to the discipline, as well as exciting and relevant to secondary students. A second commitment was the development of the skills of sociologial inquiry in order to actively involve students in gathering and analyzing data.

REPORT FROM VISIT: Funding of the SRSS project terminates in August 1971. Thus, the major concern of the Ann Arbor staff is final editing of the remaining Episodes and preparation of final reports. The one-semester course, *Inquiries in Sociology*, is at the publisher, Allyn and Bacon, and is due for publication in January 1971.

The following Episodes have been published:

Leadership in American Society: A Case Study of Black Leadership
The Incidence and Effect of Poverty in the United States
Images of People
Testing for Truth: A Study of Hypothesis Evaluation
Social Mobility in the United States
Social Change: The Case of Rural China

The following Episodes have been accepted by Allyn and Bacon:

Science and Society
Small Group Processes
Religion in the United States: Revival or Retreat
The Family in Three Settings
Simulating Social Conflict
Roles of Modern Women
Migration within the United States
Transitions
Class and Race in the United States

Nine additional titles have been submitted to the publisher for preparation.

Staff members expressed concern about the future of sociology in the social studies curriculum once SRSS completes its assignment. The prevailing NSF philosophy is that once a project is commercially published, it will stimulate other publishers to produce competing materials. Apparently this expectation is being borne out as far as sociology is concerned, and one publisher has contacted several people who have worked with SRSS and asked them

to develop sociology materials. Yet there seemed to be a feeling that the professional sociologist should not rest on the accomplishments of SRSS, but rather should look upon it as a promising beginning. The SRSS staff has raised this question at ASA meetings. As far as sociology in the elementary school is concerned, the ASA apparently feels that basic concepts are being adequately developed by many of the multidisciplinary programs, such as the Greater Cleveland Program, the Minnesota Project, and the Field Social Studies Program. My impression was that the SRSS people are not convinced this will suffice.

Robert Angell is quite concerned about the future of college level sociology courses once students who have experienced SRSS materials reach the university. He contends that sociology professors must be prepared to change their methods and use other than traditional materials. Apparently he has convinced the University of Michigan to think about offering credit for, or excusing from, the introductory course students who have had high school sociology. Angell also feels that ASA should consider a special category of membership for high school sociology teachers or a separate journal to meet their particular needs. Another suggestion is the creation of a service center or clearinghouse.

PROJECT: **Syracuse University, Social Studies Project**
ADDRESS: 409 Maxwell Hall
Syracuse University
Syracuse, New York 13210
DIRECTOR: Roy Price
DATE OF VISIT: December 7, 1970
VISIT BY: Robert C. Bilek
FOLLOWUP: By Michael Radz, June 1, 1971

RATIONALE AND PURPOSE: While in New York City attending the National Council for the Social Studies annual conference, Roy Price completed negotiations with the Macmillan Company for the right to publish the materials developed by the Social Studies Curriculum Center at Syracuse University. The original objective of the Project was to identify the major concepts of the social sciences and to develop appropriate curriculum materials. The initial product was the booklet, *Major Concepts in the Social Studies*, by Price, Warren Hickman, and Gerald Smith, in which 34 concepts were suggested, based on position papers written by leading social scientists. This publication was followed by one entitled *Social Science Concepts in the Classroom*, by Verna Fancett. At the same time the Center was developing and testing units based on the concepts.

REPORT FROM VISIT: Macmillan is currently editing six "volumes" of pupil materials. A volume is a book of approximately 288 pages subdivided into six units. Several volumes in the Program, given the title "Major Concepts for Social Studies," will be available in mid or late fall with the entire package to be released in 1973. The materials are designed to be used with social studies programs in grades 7-12. One volume, based on the Syracuse concepts, will be published at each level, 7-12.

The Center is negotiating for the publication of another product with the in-house title, "Major Concepts for the Urban Disadvantaged Learner." This secondary program is a teacher resource packet.

PROJECT: **Utah State University, Social Studies Project:** ***A Curriculum Focused on Thinking Reflectively About Public Issues***
ADDRESS: Bureau of Educational Research
College of Education
Utah State University
Logan, Utah 84321
DIRECTOR: Dr. James P. Shaver
DATE OF VISIT: June 8, 1971
VISIT BY: C. Frederick Risinger

RATIONALE AND PURPOSE: The Utah State Project is an outgrowth of the previous work that the director, James Shaver, had done as one of the developers of the Harvard Social Studies Project. The goals of the program are, in Shaver's words, to assist students to make more rational, intelligent decisions about the problems facing society or about the individual who could best deal with these problems in government office.

REPORT FROM VISIT: The Utah State project will be published by Houghton-Mifflin of Boston by January 1972 and will be available for review at the NCSS Convention in Denver in November 1971. The materials have been extensively field tested for several years at the eleventh and twelfth grades, although they will be marketed as a 9-12 program. The materials consist of 32 "bundles," each emphasizing a major concept that represents one facet of the total curriculum. Each "bundle" is a complete instructional package, which explains the concept list and describes objectives, suggests implementation procedures, and lists materials and equipment needed. Any audio-visual resources are included with each bundle.

The curriculum is divided into three major categories: (1) ethical decisions, perceptual sets, and frames of reference; (2) the nature of language problems; and (3) specific issues in public disputes. The materials are intended to be a one-semester course in high school social studies, but could be expanded to a one-year course. Additionally, some of the piloting schools have used the program as supplemental materials, although best results seem to be obtained when it provides the primary focus of study.

Shaver is currently working on two other projects. The first is a series of problem-oriented booklets that can be used either independently or as an extension of the "bundle" curriculum. Although the booklets have not yet been completely defined and determined, they will focus on values and value conflicts in current society. Tentative topics are "Pollution," "The Indian in American Society," and "The Police in a Democratic Society." When I asked Shaver if he would be field testing the materials, he replied that he would be interested in trying them out in a few schools.

Finaily, Shaver and the chairman of the Utah State Political Science Department, Jedom Emenhiser, are completing a government textbook for high schools that will focus on values and value conflict issues in American Government. They are currently shooting for a January 1972 publication date. Prentice-Hall will publish the book and, according to Shaver, will probably be interested in testing the pre-publication copy drafts in various schools.

Teachers or supervisors interested in any of the facets of the Utah State project should contact James Shaver at the address listed above.

PROJECT: **World Law Fund**
ADDRESS: 11 West 42nd Street
New York, New York 10036
DIRECTOR: Miss Betty Reardon
DATE OF VISIT: November 23, 1970
VISIT BY: C. Frederick Risinger
FOLLOWUP: C. Frederick Risinger, May 5, 1971

RATIONALE AND PURPOSE: The World Law Fund (WLF) is a privately supported organization dedicated to encouraging and facilitating the study of world order, with emphasis on the potential contributions of law to the control of violence in international affairs. One facet of the Fund in the High School Program, directed by Betty Reardon, has as its goal the development and dissemination of secondary materials congruent with the goals of the Fund. Additionally, it has recently sponsored and disseminated information concerning materials applicable to elementary grades.

REPORT FROM VISIT: My visit to the World Law Fund was actually as a participant in a full-day seminar designed to train regional consultants selected from interested college and high school people throughout the nation. Evidentally, the WLF is receiving far more requests for consultant services than it can handle with the present staff in New York. The 35 to 40 regional consultants will be assigned consultant responsibilities from the New York office. Honoraria and travel expenses will be paid directly to the regional consultant by the requesting agency.

The morning session was primarily short presentations about materials that had either been developed by the World Law Fund or have received a "stamp of approval" because they fall within the general matrix of WLF goals.

The afternoon session featured a presentation by Professors Saul Mendlovitz and Lawrence Metcalf on the World Order Models Project. This project is an attempt to involve scholars around the world in the development of world order models that represent and reflect the total culture of that specific country or people. The project has recently shifted from the narrow scope represented by *war prevention* to a more broad approach involving *human rights, economic welfare and development*, and *social justice*. It became apparent to the eight teams of scholars that these issues were not merely tangential problems, but represented the actual foundations of the dilemma of war prevention and world order. Each of these teams is developing a model that will represent a "preferred world" for 1990.

Perhaps more related to the immediate concerns of educators are the materials presently being distributed and/or sponsored by the WLF. They are discussed below categorized by distributing companies or developers.

Education Ventures, Inc. This company, headed by David G. Sparks, is involved in several innovative programs. Its role in most of these projects is termed "developmental publishing" and consists of taking a concept from the original idea, through the complete developmental stages, to a finished format. The final product is usually published jointly with another company. Another of the projects relating to the social studies field is the *n-Ach Series*. This is an achievement motivation series including text materials, skill games, simulation games, and audio-visual aids. According to the brochure, these materials focus squarely on "psychological or affective education" of the "disaffected student." They include student materials and consultant services ranging from a cassette teacher-education program to inservice workshops conducted jointly by Education Ventures, Inc. and the McBer Company, original developers of the program.

School Marketing, Inc. This company is publishing the *Violence and World Politics* series. One of the developers, Ralph Meyers, gave the presentation. The series has its main thrust toward Conflict Resolution, with the ancillary theme of violence. It begins with the individual and interpersonal relationships and moves through the nation-state, regional institutions, and finally concentrates on a global scale. Sound filmstrips and simulation activities are

coordinate facets of each program. Some of the units produced thus far deal with historical incidents like the Cuban Missile Crisis and the Chinese Revolution, while others concentrate on hypothetical and futuristic revolutions.

Community Makers, Inc. A company that specializes in producing "boxes" or kits of materials aimed at urban and minority education. The specific project discussed at the seminar was *The Future Makers Think Box*, which includes comic books, pictures designed to provoke an emotional response and suggest future action, "Think Trees," "Think Domes," "Future Domes," and a unit called "Trials on Trial." The goal of the project is to "influence cognitive behavior by providing the students with affective inputs." Although specifically designed for inner-city schools, the information I gathered would indicate that the materials could be implemented in varied schools and situations.

GPO 838-395